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ABSTRACT

This publication reports organizational and procedural activities and some outcomes of the 1967-68 phase of the Goshen Project, and experimental international education program at the Goshen School (1-12) in rural Alabama. Chapter 1 presents background rationale on the concept of international education for fostering understanding of foreign countries, cultures, and their overall relationship to the people and government of the U.S. Chapter 2 traces development of the Goshen Project, a cooperative curriculum development program involving the Alabama State Education Agency; Pike County Schools; Goshen faculty; teachers in the binational schools of Colombia, South America; and selected University of Alabama doctoral students in education. Chapters 3 and 4 summarize activities of the first year and list objectives and suggested activities in international dimensions in nine curriculum areas: reading, Grades 1-3, Grade 6 social studies, high school English, mathematics, home economics, business law, physical education (folk dance), and agriculture. Chapter 5 describes project research regarding change in teacher attitudes toward purposes of education as related to international education. Also included are implications for the second year and for other schools interested in enriching their curriculum through selected dimensions in international education. (SP 003 729 is a related document.) (JS)

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THE GOSHEN PROJECT:
A Pilot Program in International Education

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PREFACE

This report on the Goshen Project is of direct interest to the Alabama State Department of Education, the University of Alabama, and the Goshen School in Pike County, Alabama. It should be of some interest to all of those people who are seeking to improve education.

As participants, each entity listed above subscribed to certain beliefs thought to be necessary for the improvement of education: the State Department believed that it could strengthen itself by having access to an experimental program in international educational education; the Pike County Board of Education believed that the boys and girls of the Goshen School would have a richer educational experience; the University of Alabama believed that it might improve its ability to provide better teacher preparation programs.

Each of the three groups believed that the project would provide a planning, research and experience base which would better equip them to help to develop enriched curricula for all boys and girls and their teachers; furthermore, that the project would assist each group to improve its leadership and consultative competencies in enriching curricula through certain dimensions of international education.

The purpose of this publication is to report organizational and procedural activities of the 1967-68 phase of the project, and some outcomes. This report will serve as a planning document for the second phase of the project during 1968-69.

It is the opinion of the participants that this project will indeed result in better educational experiences being provided for Alabama's people. Hopefully, the results may also have some significance for the region, the nation, and the world.

The particular interest of the Project Director was focused by the direct knowledge that many international schools have operated for several decades with few discernible problems related to ethnic groups, racial differences, and other similar factors. In analyzing much of American education, it appears that far too many people make important decisions on bases of irrelevant or incorrect data. Furthermore it appears that such people will change the basis on which they make decisions only when they comprehend that factors such as race, first language, and socio-economic background are transcended by the commonality of mankind. Obviously, many must change—many probably will not; nevertheless, the world cannot tolerate—and indeed may not survive—a system in which each succeeding generation is miseducated from such an incorrect and folkloric premise. Significant progress will be made when teachers are prepared to educate for world responsibility; however, little content in typical teacher preparation programs correlates with this objective. Most critical societal problems—including racial discrimination—are a part of the larger problem of creating an education which fosters the commonality of mankind. The authors believed that International Schools have achieved certain goals that may have relevance for all of education. Translating goals of this nature to an operational level was, however, a task beyond the experience level of the participants. The Project Director hypothesized that the attainment of such an education would be precluded if the international dimension was omitted. Therefore, it is hoped that this experimental study will make a small contribution in assisting to improve education through the international dimension.

The project herein reported is one part of a larger four-state project funded under Title V of the Elementary and Secondary Education Act. Entitled "Regional Education Agency Project in International Education" (REAP/IE), the total project included the states of Texas, Alabama, Tennessee, and Louisiana and its focus was to strengthen State Education Agencies through selected dimensions of international education. The cooperation and assistance of the Director, Dr. W. R. Goodson, is acknowledged and appreciated.

Dr. Ernest Stone, Alabama State Superintendent of Education, and Mr. Gerald Hause, the Alabama SEA coordinator, provided full cooperation and a high level of leadership and interest.

Most importantly, appreciation is due the students in the Goshen Schools, their teachers, the principal, the superintendent, and the Pike County Board of Education.

Seven doctoral students in the College of Education of the University of Alabama provided direct leadership in the project. Included were:

Vernon B. Chapman, Jr.
Guy D. Cutting
James G. Fraser
Joanne Fraser
James D. Hill
Leslie L. Lee
Charles D. Phillips, Jr.

CHAPTER I

OVERVIEW OF INTERNATIONAL EDUCATION

Faced with the world's imperative need for international understanding, America's schools must shoulder a large part of the responsibility for its development. Educational institutions must enable children to develop the appropriate skills, knowledge and attitudes for understanding and working successfully with other cultures. The first step in this process is for the individual to understand himself and his strengths and weaknesses. Upon this understanding, he builds an acceptance of differences in classmates, neighbors, and community groups. Attitudes and values basic to effective international understanding are founded upon traditional democratic principles. Working and learning within the principles help children to gain understandings and skills necessary for them to be able to live with others, wherever they may be.

Elements of international understanding include respect for the worth and dignity of human beings, a commitment to the concept of human rights, the willingness to use intelligence in the democratic resolution of differences, and a firm belief in the scientific method as basic to good problem solving (2)

> The problem of organizing the curriculum for international studies is . . . challenging at the elementary and secondary school level. It is . . . important. By far the greatest accomplishment in understanding other pupils of the world will be made through the public elementary and secondary schools because of their almost universal coverage and their orientation to the development of reason and understanding. The opportunity of the schools to contribute to maintaining peaceful relationships among the nations of the world is great. (5)

Educators need to understand that in broadening the scope of youngsters to include a world of understanding they are developing a dimension of education rather than a separate program. International understanding is a point of view, not a subject. School leaders must take a hard look at the total experiences of children in the schools to see how the international dimension can permeate every aspect of the curriculum. What is needed is a comprehensive and cumulative approach to the world.

Such an approach should begin in the early grades and extend throughout the years—to include all grades, all levels and all aspects of the student's life. Much of the early experience may be incidental as the child meets and shares experiences with his classmates among whom may be children of other cultures. The teacher may enrich these happenings with a program of songs and games of other lands and by involving the children in a celebration of holidays in the nations of the world.

Beginning in about the fourth grade units on the world community will enable students to gain needed understandings as they develop essential attitudes toward mankind. A danger of verbalization can be overcome by action programs which are important in the construction of sound attitudes. Such programs are based on the belief that learning takes place in the hands as well as the head. Children who work in 4-H clubs, Boy and Girl Scouts, YMCA and YWCA, church groups, and Camp Fire Girls build skills and attitudes needed in association with peoples. By using books, films, tv, radio, stamp, doll and coin collections and seeing and listening to people from other world areas, children learn much about their neighbors in the world.

An international education-oriented curriculum should concentrate on a few basic concepts and generalizations, not on a once-a-year assembly program. Students should be introduced to the entire world rather than merely some segments of it. School experiences must be based on a mental hygiene approach to education—children must know and accept themselves before they are able to accept others. The comprehensive approach to international education must utilize a wide variety of methods and materials stressing feelings, facts, skills, attitudes, and knowledge. The program should be experimental in nature, with procedures for evaluation written into it. Informed, imaginative, world-minded teachers supported by administration and community approval are a must. Projects to develop world understanding should be carried on parallel with programs about the United States in order to complement national loyalty with loyalty to the family of man. (6)

Bartlett believes that a program for international understanding should include certain basic concepts. American youth coming from the country's schools should:

1. treasure individuality of self and country but recognize that the world is a community and that survival is dependent upon cooperation of many groups and nations, that the welfare of nation and the individual is tied-up with the welfare of the world.
2. have the ability and the willingness to see the hopes and problems of people of other cultures as they themselves see them; to recognize that different people in different environments develop different values; and that the validity of these values must be tested within that environmental setting.
3. understand that while different environments produce differ-

ences, mankind has many common needs and shares some of the same hopes and aspirations.

4. have the intellectual curiosity and the sense of social responsibility to inform themselves continually about other cultures and international problems through open-minded inquiry and exchange of ideas and to appraise situations in the light of new developments. (2)

That more schools are including in their programs materials to inculcate the basic principles of international understanding is verified in a survey in which questionnaires were completed by principals of 269 elementary schools. Information drawn from the survey indicates that some orientation in international understanding can be provided through the work of almost every subject and in all grades. Most attention upon foreign areas of the world is given in the sixth grade. The Western Hemisphere and Europe account for the greatest share of elementary study. Local cultural differences can contribute to an understanding of foreign areas; similarly, learning about other countries increases understanding of minority groups in the local community. Over 90 per cent of the schools located in heterogenous communities reported that study of other countries does have this effect at home. (13)

Educational leaders and educational organizations are reaching out for means to develop curriculums which are enriched through international education. In January of 1966 the Texas Education Agency, believing that state departments of education can not be fully adequate in this day of close international relationships if they ignore the international aspect in planning educational programs for the children within their states, drafted a proposal for the development of the Regional Educational Agencies Project—International Education (REAP/IE). The proposal was to be funded under Title V of the Elementary and Secondary Education Act of 1965. The project would take as its major emphasis the strengthening of state education agencies (SEA). The proposal named five participating states—Texas, North Carolina, Alabama, Tennessee and Louisiana—which would set up agencies for attacking the problems faced by SEA's in developing an understanding of the importance of international education in curriculum planning, textbook development and adoption, and teacher education and certification. The goal of the project is the training of teachers and eventually pupils so that they will have an understanding of foreign countries, cultures, and their overall relationship to the people and government of the United States. (1)

The proposal for the project grew out of the activities of the Latin American Committee of the Commission on Secondary Schools of the Southern Association of Colleges and Schools. Suggestions of the staff of the Office of Overseas Schools of the Department of State in Washington, D.C., and the staff of the United States Office of Education were incorporated into the proposal.

The Texas Education Agency was designated in the proposal as the applicant state. The project coordinator and an assistant were to be located in the Agency and would work actively with Texas schools. A state coordinator would be housed in each SEA in the participating states.

Since the funding of the project, the coordinators and assistants in each state have been actively engaged in developing the international element in the planning of each SEA. They have encouraged cooperation and related activities in colleges and universities as they work with local elementary and secondary schools.

CHAPTER II—DEVELOPMENT OF GOSHEN PROJECT

An example of a university and a state department of education working cooperatively with the REAP/IE coordinator is an agreement reached during the spring of 1967 between the University of Alabama and the Alabama State Department of Education. (8) The University agreed to provide a modicum of planning assistance service to the Alabama State Coordinator of International Education. One of the purposes of the agreement was to assist the coordinator to plan and execute a pilot project in an Alabama public school and to develop curriculum materials for the purpose of strengthening the curriculum through selected dimensions of international education.

Early in 1967 the Goshen School of the Pike County School System was selected by the Alabama State Department of Education as the pilot school for an experimental program in international education. The Goshen School was selected because of the interest of the Pike County superintendent in curriculum improvement and the quality of teacher interest and cooperation. Its rural location provides an unlimited opportunity to reach pupils in grades 1-12 not previously involved in nor affected by international education activities.

The project at the Goshen school is a cooperative venture involving personnel from the Alabama SEA, the Pike County School Superintendent, the principal and faculty of the Goshen school, teachers in the binational schools* of Colombia, South America, and selected University of Alabama doctoral students under the direction of the associate dean of the College of Education. The SEA personnel act as consultants to the Goshen teachers and evaluate methods and materials used in the project as to their value in curriculum enrichment. Implications of the classroom activities of the Goshen Project for other Alabama schools will be considered by the SEA people.

The Pike County School Superintendent and the Goshen school principal lend local leadership and administrative support in addition to supplying needed instructional materials. Goshen teachers, through a close working relationship with the SEA consultants and the doctoral students, use international education materials developed by the doctoral students and themselves in actual classroom situations.

Teachers in the binational schools of Colombia serve as resource personnel, supplying information and teaching materials concerning Latin America. They serve as a beginning source for the Goshen teachers from which they can move into other world areas.

Serving as resource consultants to SEA personnel and the Goshen faculty while developing classroom materials which stress pur-

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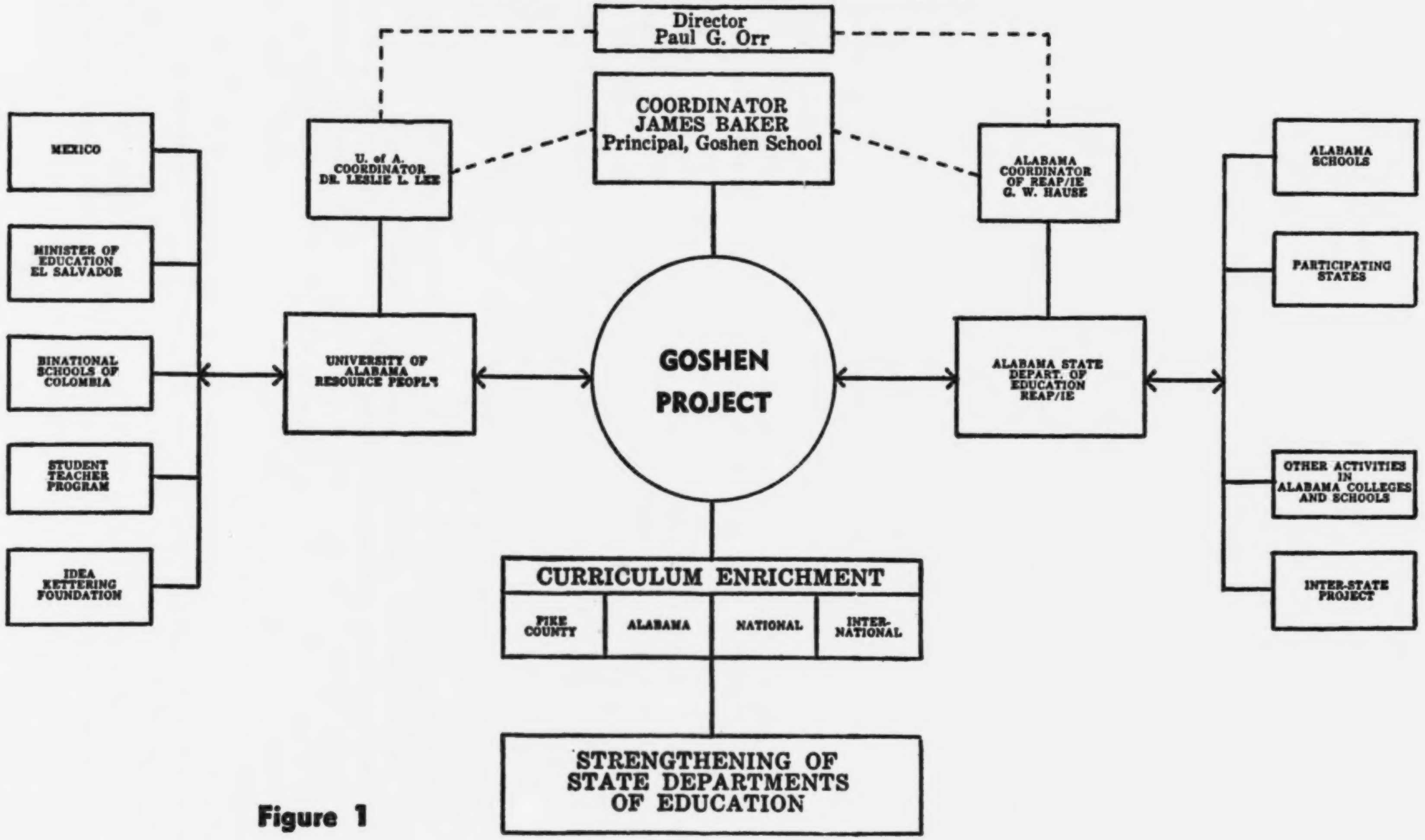
*See Appendix H

Paradigm of Goshen Project Coordination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STUDENT TEACHER PROGRAM
IDEA KETTERING FOUNDATION
UNIVERSITY OF ALABAMA RESOURCE PEOPLE
GOSHEN PROJECT
ALABAMA STATE DEPART. OF EDUCATION REAP/IE
ALABAMA SCHOOLS
PARTICIPATING STATES
OTHER ACTIVITIES IN ALABAMA COLLEGES AND SCHOOLS
INTER-STATE PROJECT
CURRICULUM ENRICHMENT
PIKE COUNTY
ALABAMA
NATIONAL
INTER-NATIONAL
STRENGTHENING OF STATE DEPARTMENTS OF EDUCATION

Figure 1

poses, activities, and behavioral outcomes necessary to the enrichment of the curriculum are the services of the doctoral students. The associate dean of the College of Education at the University of Alabama directs the doctoral students in the construction of theoretical models for curriculum enrichment to be considered by SEA's in strengthening their leadership role in the schools they serve.

Figure 1 is a paradigm illustrating the input from various sources, project coordination, and the output of the Goshen Project. Under the University of Alabama coordinator ideas, materials and resource people from Mexico, El Salvador, Colombia, IDEA Kettering Foundation, and the University of Alabama student teacher program in Mexico and Colombia are funneled into the project. Suggestions, ideas, materials and resource personnel from other schools and colleges in Alabama and REAP/IE participating states flow into the project under the supervision of the Alabama coordinator of REAP/IE. The project is coordinated and directed locally at the Goshen school by the principal. Curriculum enrichment at the county, state, national and international levels and the strengthening of SEA's are the output of the project.

The ultimate goal of the Goshen Project is to provide a guide for all SEA's in the United States depicting opportunities to strengthen education through selected dimensions of international education. Such a guide would contain theoretical models describing the kinds of experiences and hard materials usable in enriching the curriculum at all grade levels and in every phase of school life. This guide can be employed in in-service programs in the various schools in each state and also in teacher-preparation programs in higher education.

The Goshen school is located in a rural community thirteen miles west of Troy, Alabama. The town of Goshen is small and furnishes only a fraction of the school population. The school's students come from eleven other communities. Farming is the major source of income of the families who have children enrolled in the school. Other sources of income are from employment in factories, offices, and other businesses in nearby cities.

The school plant facilities in Goshen consist of an older building containing fourteen classrooms and an auditorium. Three four-year old structures house classrooms, a gymnasium, a cafeteria, a vocational area, a science laboratory, a library and administrative offices.

The school program of general and vocational education as well as college preparatory is offered to the Goshen students who number somewhat over 400. The faculty consists of nineteen teachers and a principal. Five of the teachers have masters degrees while another seven are studying toward that degree (7)

During the summer of 1967 the Goshen Project was launched when thirteen teachers and administrators from the binational schools in Colombia worked on plans and materials for the project. These selected educators clarified the purposes of international education, discussed how they should be implemented in the curriculum, and reviewed available teaching materials. Basic concepts of international education as viewed by these educators include the idea of the interdependence of man and common humanity, acceptance of new ideas and people, and individual cultural differences but similar human needs. Desirable attitudes for children in a modern world should be a respect and tolerance for differences found among peoples and an interest in peoples outside the region where the children live. The binational school group agreed that behavioral changes that occur as a result of an international program should be an understanding of cultural differences, a receptiveness to new experiences, a willingness to learn other languages, and less tendency toward stereotyping.

The creation of experimental teaching units by the Colombian teachers, who drew from their experiences in Latin America, was an important beginning for the Goshen Project. Units included "The Indians of Colombia," "Colombian Geography," "Soccer Skills for High School," "European Influences Upon Colombia Prior to its Independence," "The Wars of Independence in Colombia," "The International Aspects of Certain Problems in Democracy," and "An Exchange Program in Communicative Arts." These experimental units provided the basis for development of other curriculum materials by the Goshen teachers during the school year.

Educators from the Alabama SEA, Pike County, Alabama, binational schools of Colombia, South America, REAP/IE in Texas, and from the University of Alabama gathered on the University campus August 7 and 8, 1967, for the Second Annual International Education Conference. The primary purpose of the conference was to generate ideas, develop experiences, and extract specific projects in the implementation of international education into the curriculum in the Goshen school. (9)

After hearing educators knowledgeable in international education in the curriculum of modern American schools, conference participants were organized into working groups according to the grade or subject level of their interests. As they interacted concerning possible means of curriculum enrichment, changes took place in their thinking concerning the implications of international education in school programs. As committee members suggested possible projects, channels of communication developed among the personnel of the Goshen school, the SEA, and the binational schools of Colombia which were essential to the success of the Goshen Project.

Elementary school committees suggested the enrichment of their studies of transportation, home life, climate, plant and animal life units by certain aspects of life in other countries. Exchanging letters, tape recordings, photographs and scrapbooks of Goshen children with Colombian students was also planned.

The various high school committees projected enriched activities in their specific fields. Science and mathematics suggested presenting in-depth reports on the contributions of Latin Americans to these fields. Studying the background, learning the rules, and playing sports popular in other countries seemed important in physical education. Studying clothing, housing, foods, home management and family economics of other peoples was projected by the home economics committee. Business units concerning money exchange value, tariffs, contracts, wills, and other elements of law interested the members of the business education group. The committee on agriculture suggested studies concerning crop production and processing; types of ranches, markets and prices; effect of education on agriculture and the effect of transportation and terrain on the size of farms and growth of agriculture as possible areas of interest in learning about farming throughout the world. Exchanging tapes, newspapers, letters, museum displays, and scrapbooks to typify world cultures were proposed by members of the social studies group. The concern of the librarians was the location of resources to provide teachers with sources of information in developing learning units about the world and its people. The committees' members, as they suggested activities for the classroom, kept in mind the need for the Goshen students to develop sound attitudes toward the children of the world which would be reflected in their expressed attitudes toward classmates and culturally different people of the community. (10)

CHAPTER III—ACTIVITIES OF FIRST OPERATIONAL YEAR

The Goshen Project was initiated in the fall of 1967 when six doctoral students, selected because of their experience and interest in international education and their knowledge in curriculum develeopment, made periodic trips to Goshen forming a close relationship with the school faculty. The goal of the first trips was to motivate the interest of students in knowing about peoples and cultures and to stimulate the teachers to investigate possible avenues to include such interest in their daily studies.

The doctoral students who had lived in other countries showed colored slides, typical costumes, and artifacts to the Goshen students. All of the university student group searched for sources of films, magazines, books, pamphlets, and recordings to bring knowledge to the Goshen pupils and staff. While presenting sources of materials, the graduate students attempted to assist the teachers to envision ways and means of implementing international content into their regular classes.

After a few weeks, with each doctoral student coupled with two or three Goshen teachers in a subject-matter area of the student's competence, projects began taking shape. Second grade pupils studied flowers growing near their homes, pressed them to send to pupils in a Colombian school, and received similar collections from the South American students. Third grade students constructed scrapbooks of pictures of their family, home, and community to be exchanged with similar albums of children of the Karl C. Parrish School in Barranquilla, Colombia. The sixth grade children had a spelling contest in which each child chose a city in Latin America as his goal. Each week as he spelled words correctly he took steps toward his goal. Upon arriving at the city the student reported important facts about it to the class.

Customs, occupations, and daily life in Goshen were topics of essays written by the high school English students and exchanged with pupils of the same level in a binational school. Students working in the library studied newspapers and annuals from various binational schools to learn about the Colombian youngsters and their schools.

Girls in the home economics class at the Goshen High School made Colombian costumes and learned a typical folk dance. An international education booth prepared by the class won first prize at the Pike County Fair in October, 1967. During the fair students explained the Goshen Project to fair visitors.

The details of owning and operating automobiles in the United States were compared to ownership, licenses, traffic regulations, and auto insurance in Colombia by the Goshen High School commerce students. The high school science class studied rocks and minerals of Alabama and prepared a small collection to be sent to a school in Colombia. Monetary value and rates of exchange in South American countries were topics of study in the mathematic classes.

Thirty-minute classes of conversational Spanish for fourth, fifth, and sixth grade pupils were begun in the fall, taught by a language specialist. Increased interest in Spanish-speaking people was one result of these daily classes. Concepts learned in the Spanish classes were used in other classrooms experience units.

Twelve consultants from the Alabama SEA made frequent visits to the Goshen school during the fall semester of 1967. The consultants represented the curriculum areas of high school and elementary social studies and science, foreign languages, mathematics, reading, home economics, guidance and counseling and physical education and health. Each consultant made suggestions as to methods and materials and their sources to the teachers as the consultant worked with them to enrich their classroom teaching through international education.

In December of 1967 the Alabama SEA issued an evaluation or review of the accomplishments of the Goshen Project during the months of September, October, and November. (4) The social studies consultant believed that the Goshen students were developing enthusiasm and interest in Latin-American culture as well as increasing their knowledge as they worked in individual and group in-depth studies and projects. Enthusiastic participation by pupils and teachers in the elementary school Spanish classes and a need for additional tapes and recordings were noted by the consultant in this area. The mathematics consultant suggested that prices of items in stores in Colombia be compared with similar items the pupils might buy in stores near their homes as part of their understanding of the use of mathematics. A list of free and inexpensive materials for the elementary social studies classes was given the Goshen teachers to enable them to make their teaching units more effective and to increase pupil interest in the world scene. The evaluation of the reading consultant stated a need for teachers to develop experience units that would provide reading about customs, food, clothing, homes, and holidays of other lands.

The SEA consultant in science noted that the teacher was concerned with the lack of response from foreign sources for information. The consultant assisted in the location of books dealing with animals and plants of South America, in addition to suggesting certain health departments and ministries of education as sources of materials. Accomplishments of the home economic classes were commended by the consultant in this subject and she planned with the teacher for future activities such as the use of a Spanish theme for the FFA-FHA Parents' Night Banquet. Carrying out the theme through the menu, programs, invitations, and decorations of the banquet was believed to be a profitable learning experience for the students.

Tape recordings of a biographical nature of the high school English class students to be sent to the Colegio Bolivar in Cali, Colombia, was thought by the English consultant to be a successful beginning for enriching the English curriculum. Ascertaining what Colombian literature is available for classroom use, examining Spanish-American cookbooks for differences in language usage, and obtaining a subscription of the magazine **Americas** were seen as helpful in stimulating interest and in developing understanding of other peoples.

The physical education consultants emphasized the value of the students viewing a soccer film from a Colombian school and learning the basic skills of the game as part of the unit on this sport developed by one of the Colombian educators during the summer of 1967 at the University of Alabama. These consultants recommended that the Goshen physical education teachers do more research into the background of health and physical education programs in Latin America and that they carry out the idea of a field day of activities in which Latin American schools participate.

In January of 1968, as the Goshen Project moved into the second semester of operation, the University doctoral students requested the Goshen faculty members to describe their opinion of the project at that time and asked if it differed from the pinion they held at the beginning of the school year. Thirteen of the twenty teachers stated that their opinion in January was different from what it was in September. Some teachers were skeptical of the value of the project at its outset while others had believed the project to be no more than an exchange of ideas between the Goshen school and the schools of South America. Two or three teachers still did not have a clear concept as to the purpose of the project. Goshen teachers were also asked to list some of their concerns in working with students in the project. Most of the teachers felt that lack of adequate sources of information and insufficient time for planning of learning experiences were the greatest areas of concern to them. The staff expressed a need for the doctoral students to assist them in locating sources of materials. From this point the University students worked to clarify the real purpose of the project and to make available to the teachers sources where they could obtain the necessary information for classroom activities.

On February first, 1968, Dr. W. R. Goodson, director of REAP/IE, Dr. Servo Gomez, director of REAP/Texas, Mr. G. W. Hause, director of REAP/Alabama, and the doctoral students visited the Goshen school and assisted the teachers in planning for the second semester of the Goshen Project. A reporter and photographer from the **Troy Messenger** newspaper was present to provide additional publicity for the project. In an informal meeting after the school day, the visitors again explained the objectives of this experimental program and the role of each teacher during the remaining part of the 1967-68 school year. The teachers were asked to develop a curriculum package, with the help of the doctoral students, which would be of value as SEA's work with faculties in other schools.

In the course of the second semester the doctoral students assisted the Goshen teachers to set forth objectives, plan instructional activities, develop materials, and evaluate outcomes. (See Chapter IV for charts outlining objectives and suggested activities for incorporating the internation dimension in the existing program.)

During the spring of 1968 the Goshen school administration provided a free day to each teacher in which he could do research in the library at Troy State University. Such activity added to the teachers' knowledge of other countries, located sources of information for learning units, and provided time for planning. In this manner the areas of teacher concern mentioned in January were at least partially eliminated.

In order to increase the resources available for the students, Dr. Goodson and Mr. Hause provided the librarian with lists of books suitable for broadening children's knowledge of the world. The librarian and teachers selected books and magazines which they believed were needed to make classroom activities more effective. Books purchasd increased the school's meager international information manyfold. After consulting the staff, the principal ordered various types of free and inexpensive materials for the school's audio-visual department. The Pike County superintendent assisted the librarian in providing books and magazines for use in this international project.

Six students from Brazil, Paraguay, Mexico, Colombia, Argentina, and Boylvia, who are studying at Jacksonville State University, presented a program of folk dances of their countries at the Goshen school on February 16. After the all-school assembly the students, dressed in their national costumes, visited the classrooms, telling about life in their homelands and answering questions. These activities created more interest and added information about other lands.

A 16 mm. sound documentary motion picture titled "The Goshen Story" was created during the first year of the project. Mr. Melvin

Knight of the Southeast Alabama Educational Media Center at Troy assembled the script after consultation with the program participants and did the photography with the support of the Southeast Media Center. The purpose of the film is to describe what happened at the Goshen school that is useful for other schools in implementing international education in their curricula. The introduction of the film describes twentieth-century man—his technological accomplishments and his ever-pressing problems of searching for peace. The need for people to understand and respect other peoples as a way for resolving tensions between nations and leading to a more lasting peace is emphasized. The Goshen Project is depicted in detail as one of several attempts by educators to help students gain essential knowledge of, build sound attitudes toward, and develop abilities to work with culturally different people. Numerous student activities carried out by pupils in the Goshen school in learning about people of the world are shown and described by the narrator. The film will be of value to educators in school systems which are concerned with methods and materials useful in broadening their students' intellectual viewpoints to include the world and its inhabitants. Colleges involved in pre-service teacher training will find the film a useful tool in demonstrating valuable, up-to-date innovations in educational methods.

During the Spring of 1968, as the doctoral students worked with the Goshen teachers, they attempted to clarify the role of the staff in the remaining months of the first year of the project and further define the goal of this international education experimental program.

The University of Alabama group believed that the students at Goshen were becoming increasingly interested in learning more about the world's people and in knowing what skills are needed to live peaceably with them. Goshen teachers became aware of various additional means of implementing the international aspect into their daily classes.

In March individual Goshen staff members with their corresponding doctoral student met with SEA consultants to discuss accomplishments of the Project during December, January, and February in their particular subject-matter area and make plans for the remaining two months of school. The classroom teachers emphasized some of the childrens' activities related to the Project.

Pupils in grades one to three learned folk songs of other countries. Many learned a few Spanish words from brothers and sisters who were studying the language in the intermediate grades. One of the doctoral students provided teachers in these grades with a set of books, a filmstrip projector and filmstrips, and records concerning life in ten foreign lands to help the children broaden their view to include the world.

A unit on bird migration in the intermediate grade science classes acquired new meaning as students investigated the areas where different foods are grown today, and why peoples of other countries have certain diets. In sixth grade social studies, pupils learned to use study tools in gaining a knowledge of Mexico—the agriculture, climate and industries—and an appreciation of its people—their customs, homes, daily life, and problems.

High school physical education students continued to learn new folk dances of other lands. Plans were formulated by teachers and students to celebrate a field day near the end of the school year to demonstrate dances and sports from around the world, possibly inviting other county schools and people of the community.

Members of the high school science classes focused on the study of insects and animals of South America. Students wrote departments of health in Latin America requesting information about insects and pests and their control. With this knowledge and additional research, students prepared a booklet to serve as the class textbook for the unit under study.

The secondary mathematics class studied problems involved in changing from the English measuring system to the metric system. Colombian money was collected, mounted under glass, and added interest when problems concerning currency exchange were considered. Some members of the class undertook to study and report the history of algebra. International current events which had some relation to mathematical computation were read and discussed.

The agricultural students became interested in ways they could assist in agricultural programs in Latin America. On obtaining names of foreign students enrolled in land grant universities in southeastern United States, Goshen students wrote to learn about agricultural problems and needs in those lands south of the border. Plans were made to provide hand tools for farmers in El Salvador in conjunction with the SEA project in that country.

High school social studies pupils were involved in letter exchanges, viewing films, and projects in map study as they attempted to build a general framework to view current events from the local, state, national, and international perspectives and find meaning in them for learning about mankind.

Activities intended to fulfill the usual reading improvement objectives of building reading and listening skills while increasing the students' knowledge and understanding of the cultures in other nations were accomplished in the junior high reading classes. Students and teacher collected a variety of materials from the Pan-American Union and travel agencies to be included in a reading scrapbook. Individual reading and reporting on Central and South American nations, assisted by correspondence from Chambers of

Commerce in those lands, added information and interest to the classes.

Boys and girls in home economics classes collected and examined Latin-American recipes as part of planning a Latin-American dinner for the Future Homemakers of America parents' night in March. An expansion of the customary unit on foods, nutrition, and meal planning included a study of the food habits of people south of the United States| A ninth grade boy won the Pike County Beef Cookoff Contest with a Latin-American dish as a result of the class activities.

Special education class members searched for pictures, stories and articles about people and cultures of South America. Interest was added when students learned common phrases of address in Spanish. The purpose of these activities was to develop a correct conception and understanding of the variety of peoples and develop a friendly interest in them.

Essays and tape recordings concerning customs unique to or typical of the area where the Goshen high school students and Colombian binational school students live were exchanged by the secondary English classes. In an effort to improve English skills such as clarity and the use of descriptive terms, the essays were followed by corrections and clarifications on certain points. Such activities led students to view their culture with greater objectivity and enabled them to discover how values of societies are determined.

"Our Neighbors Near—Not Far" was the theme of the annual parents' night banquet sponsored by the Goshen chapters of Future Homemakers of America and Future Farmers of America and held in 1968. The high school girls prepared and served a dinner consisting of Latin-American dishes. The South American subject was carried out in the menu printed in Spanish with English subtitles and in the decoration of the tables with flags of various Latin-American countries. Four high school girls dressed in national costumes performed a Columbian folk dance accompanied by typical music. Guest speakers on the program were University of Auburn students from Venezuela and Costa Rica who spoke about their homelands and noted similarities to the United States.

Comments by Goshen students following the program indicated added interest in Latin America and its people. To the girls in the home economics classes the study of foreign foods and their preparation brought new dimensions into focus as they continued to learn more about their neighboring nations.

As a result of the March conferences with the Goshen teachers and the doctoral students, the SEA consultants made their final evaluation of the activities and accomplishments of the second semester of the Goshen Project. (11) The SEA group agreed that during this period the project was showing satisfactory progress in most of the classes. They thought the attitude and interest of the Goshen faculty, students, and community people had improved greatly over those of the previous semester.

The high school English consultant found the Goshen students' interest in English keen and enthusiastic as the result of writing letters and receiving answers from their foreign friends. The foreign language program made a contribution to other subject matter units in addition to adding interest, the consultant in this area believed.

The general educational consultant noted the surprise of the boys in agriculture as they learned that much modern mechanized farming is done in Colombia. He recommended that students study other foreign farm magazines in an attempt to compare methods with those of the United States.

The Goshen science students seemed to have a better understanding of science concepts through activities carried on in the project, the SEA science consultant believed. She worked with the teachers in planning projects in this subject to extend students' knowledge in science around the world.

Units of work in mathematics which enlightened students concerning mathematics education and its social and economic implications throughout the world were commended by the consultant in this particular area. Suggestions for future activities included learning the contributions of mathematicians in other countries.

The guidance consultant emphasized the information service section of the guidance program and how it was utilized to further understanding and appreciation of people in other lands. Suggestions were provided to each teacher in making use of guidance in furthering the goal of the project.

To help students gain an understanding of people of other countries and to have an appreciation and respect for the customs, cultures, and beliefs of the people of other nations were the objectives of the home economics class during the year. The study of Latin America was brought into each unit taught. Films, correspondence and interviews were used to learn about types of homes and furnishings in certain countries. Students learned native dances and listened to folk music in studying customs, religions, leisure time usage and home life. Native costumes were reproduced as pupils learned about fabrics, sources of clothing, and cost and care of clothing. The Parents' Night banquet was the culminating activity of the unit on foods and nutrition. The SEA home economics consultant praised the Goshen teacher in this curriculum area for her devoted and creative participation in the project and the classes' successful arrival at their objectives.

CHAPTER IV—SUGGESTED ENRICHMENT ACTIVITIES

This section presents a sample of activities in international dimensions in various subject areas and grade levels. In several instances, it will be noted, a well-planned activity may facilitate the development of skills as well as provide the learning experiences necessary for cognitive and affective growth.

It is impossible to reflect all of the activities and experiences which were developed. It is anticipated that a complete description of "packages" of instructional materials will be developed in 1969 which will provide the research base for the construction of theoretical models. At this point in time in the development of the project, the following examples are presented as indicative of the approach used.

READING

Objectives

1. To help students recognize the value of reading as a means of broadening experiences.
2. To develop interest in and a willingness to learn about other peoples and cultures.
3. To explore a variety of means of finding information about other countries and cultures.

Activities

1. Student projects assigned according to interest and ability designed to increase knowledge of other peoples while learning to use research methods and materials.
2. Correspondence with foreign students to learn about their daily life.
3. Students keep card file of books read about peoples and cultures.

Grades 1 to 3—Children of Many Lands

Objectives

1. To learn about food, clothing, shelter, and customs of world peoples.
2. To teach tolerance and better world understanding through knowledge of peoples and their similarities.
3. To understand how location and climate affect the life of people.

Activities

1. Reading and hearing stories and viewing films about life in other lands.
2. Singing songs and learning dances and games from many lands.
3. Constructing village scenes in the study of homes, occupations, and daily life of people in foreign lands.

Fifth Grade—Health

Objectives

1. To understand the interdependence of man shown by the source of foods he eats.
2. To appreciate food problems of the world and to understand some possible solutions.
3. To understand how people's diet changes as they become more civilized.

Activities

1. Develop an "Around the World" vegetable and fruit fair with pictures, models, and the actual fruits and vegetables of the world.
2. People who have lived in other lands discuss foods, agriculture, and food problems.
3. Study changes in American diets from the Pilgrims to the present, compared with change of diets in other lands.

Sixth Grade—Social Studies

Objectives

1. To understand that children around the world are basically similar.
2. To gain a knowledge of the history of countries and how it affects the people.
3. To appreciate social problems and what people are doing to solve them.

Activities

1. Compare life in the students' town to that of a town of similar size in another country.
2. Prepare reports concerning contributions of people of the past to life of today in other countries.
3. Develop a bulletin board of news clippings and pictures of world events.

English

Objectives

1. To learn to understand the role and reliability of modern communication and the contribution it makes to understanding.
2. To develop socially through vicarious literary experience, testing new value systems and contemplating expanded horizons.
3. To have the opportunity, through language, to explore personal feelings, emotions, and reactions to other people and environments.

Activities

1. Exchange of letters and tape recordings of life in local community with that of a foreign area.
2. Study and discussion of literary works and authors of other cultures.
3. Development of research projects leading to increased knowledge and understanding of people, their feelings and emotions.

Math—Suggested Curriculum Enrichment Projects

Objectives

1. To increase student's knowledge of contributions people of other nations have made to mathematical field.
2. To increase interest and understanding of people from different nations and periods of time.
3. To understand the world is a community and international cooperation is necessary for world survival.

Activities

1. Students individually doing research about different areas in mathematics.
2. Individual reports on topics such as the Roman Numeral, Pythagorean-Theorem, History of Algebra, contributes to field of mathematics.

Home Economics

Objectives

1. To understand how and why living accommodations differ in different parts of the world.
2. To appreciate culinary achievements of other cultures.
3. To recognize the effect of climatic and cultural influences on style and manner of dress.
4. To increase knowledge of social customs and family structure in other cultures.

Activities

1. Construction of models of various types of housing in the world.
2. Collecting recipes from the nations of the world and preparing foreign meals.
3. Reproducing native costumes and designs.
4. Initiate a project to support an orphan child in some other country.
5. Invite a foreign student to discuss differences in social customs.

Business Law

Objectives

1. To increase tolerance of the behavior of other nationalities by evaluating and understanding some of their cultural beliefs and legal standards.
2. To increase interest, understanding and desire to help people of other nations.
3. To help students to understand that national and cultural differences can enrich the lives of individuals.

Activities

1. Comparing the laws of various countries as they apply to contracts, debts, property, etc.
2. Participating in group and individual research.

Physical Education (Folk Dance)

Objectives

1. To acquaint students with traditional dances and songs and with the historical backgrounds of various countries.
2. To help students gain a broader understanding of the customs of other countries.
3. To engender appreciations on the part of students of the national and racial backgrounds of fellow citizens in the local and world community.

Activities

1. Learning and performing folk dances of various countries.
2. Listening to tapes and recordings of folk songs by native performers.
3. Making costumes, scrapbooks and posters.

Agriculture

Objectives

1. To discover how agricultural science and leadership may help underdeveloped nations with agricultural needs and problems.
2. To discover opportunities for service in the field of agriculture in underdeveloped nations.
3. To better understand the effects of environment on human life and what people can do, or are doing, to alter and improve their lives.

Activities

2. Research on climate, environment, and people of various countries.

2. Writing for information from such sources as the embassies of nations being studied, administration for International Development and the United Nations.

3. Constructing topographical models of various countries showing the most prominent geographical features.

CHAPTER V—RESEARCH CONDUCTED DURING PROJECT

Three research studies were conducted in connection with the Goshen Project by University of Alabama doctoral students during 1967-1968. One of the studies is presented in this chapter. The description of the data and its analysis are simplified and the statistics explained in a manner which should be understandable to people unfamiliar with statistical terms.

One of the research studies concerned the change of teacher attitude toward purposes of education as related to international education after participation in the first year of the project. A "Q Sort" was the instrument used to measure the direction of change in teacher attitude.

The Q Sort is mainly a sophisticated form of rank-ordering objects and then assigning numerals to subsets of the objects for statistical purposes. A set of objects is given to an individual to sort into a set of piles according to some criterion. Sorting instructions and the objects sorted vary with the purposes of the research. The subjects in the Q Sort used in this study were asked to sort the "purposes of education" statements on a most important-least important continuum.

The Q Sort employed in the Purposes of Education study was developed by asking 193 educators attending the College of Education at the University of Alabama during the summer of 1967 to write four statements which they believed to be purposes of education for schools in Alabama and four which they believed were not purposes. These statements were edited into 80 concise, one-thought phrases to construct the items in the Q Sort which is Appendix A.

The purpose in the development of this Q Sort was to measure the attitudes of the people involved in the Goshen Project toward purposes of education.

In the fall of 1967, before the initiation of the Goshen Project, the Purposes of Education Q Sort was administered to the 20 members of the Goshen school faculty, the eight SEA personnel and the five doctoral students working on the Goshen Project. From this first administration or pre-test a composite description of each group was obtained in order to describe the beliefs of each group as a whole and compare them to the other two groups.

In constructing a group composite one goes through the items, one by one. He asks in what category or pile did each subject place item number one and adds these piles together. The same process is carried out for each pile. The items having the two largest sums are in pile number nine and are described as the **most important.** The six items with the next largest sums are in the **next most important** category. The next ten larges sums are described as **third most important,** ets. With such a composite one is able to describe the things of most importance to the group, those of average importance, and those of least importance.

The composite description of the Goshen faculty from the pre-test reveals that the group believes the two most important purposes of education are to prepare the individual to live in an ever-changing world and to develop the ability to solve problems. To require memorization of important facts and to maintain traditions are considered least important. The complete composite is presented in Appendix B.

To prepare the individual to live in an ever-changing world and to promote an inquiring mind are believed to be the two most important purposes of education by the SEA group. The two least important purposes are to maintain traditions and require memorization of important facts. Appendix C presents the complete composite description of the beliefs of the SEA personnel as related to purposes of education.

The two most important purposes of education according to the doctoral students are to prepare the individual to live in an ever-changing world and to develop the ability to solve problems. The least important are to provide temperance information to to develop conformity to social norms. The composite description of the purposes of education according to the beliefs of the doctoral students is presented in Appendix D.

A comparison of the composites of the three groups on all items of the Q Sort from the pre-test is presented in Table 1. The Goshen faculty and the doctoral students select item 10 (Prepare the individ ual to live in an ever-changing world) and item 6 (Develop ability to solve problems) as the most important purposes. The SEA personnel believe item 10 (Prepare the individual to live in an ever-changing world) and item 31 (Promote an inquiring mind) to be the most important purposes.

Item 40 (Require memorization of important facts) and item 34 (Maintain traditions) are the least important purposes of education according to the Goshen teachers and the SEA group. The doctoral students selected item 43 (Provide temperance information) and item 66 (Develop conformity to social norms) as the least important purposes.

TABLE 1
Comparison of the Composites of the Three Groups On All Items—Pre-Test

Rating:	Goshen Faculty	SEA	Doctoral Students
Most Important	Item 10	Item 10	Item 10
	Item 6	Item 31	Item 6
Least Important	Item 40	Item 34	Item 43
	Item 34	Item 40	Item 66

Items:
10. Prepare individual to live in an ever-changing world
6. Develop ability to solve problems
31. Promote an inquiring mind
34. Maintain traditions
40. Require temperance information
66. Develop conformity to social norms

The beliefs of the Goshen staff and the SEA personnel concerning the most important and the least important purposes of education are quite similar. The two groups differ only on the choice of one of the most important purposes. The SEA group's choice of purposes is more similar to the Goshen's faculty's beliefs than to those of the doctoral students. The doctoral students agree with the most important purposes chosen by the Goshen teachers but they differ in selection of the least important. Disagreement in purposes of education between SEA and doctoral students occurs in every item except item 10 as one of the most important purposes.

In the late spring of 1968, after one academic year of operation of the Goshen Project, the Purposes of Education Q Sort was again administered to the twenty members of the Goshen school faculty, seven SEA personnel, and the five doctoral students. From this second administration or post-test a composite description of each group was again obtained in order to describe the beliefs of each group as a whole, to compare them to the other two groups, and to compare them to the beliefs expressed on the pre-test.

The composite description of the Goshen faculty from the post-test reveals that the group believes the two most important purposes of education are to develop ability to solve problems and to prepare the individual to live in an ever-changing world. To require memorization of important facts and to maintain traditions are considered least important. The complete composite is presented in Appendix E.

To create ability to reason and cultivate capacity for self-discipline are the two most important purposes of education according to the SEA consultants as revealed on the post-test. The group believes the two least important purposes are to create ability to appreciate art, literature, and music and to maintain traditions. The complete composite of the SEA's beliefs from the post-test is presented in Appendix F.

The two most important purposes of education according to the doctoral students on the post-test are to promote self-understanding and to develop ability to solve problems. The least important are to provide adequate temperance information and to develop conformity to social norms. The complete composite description of the purposes of education—post-test—of the doctoral students is presented in Appendix G.

A comparison of the composites of the three groups on all items of the Q Sort from the post-test is presented in Table 2. The Goshen faculty and the doctoral students selected item 6 (Develop ability to solve problems) as one of the two most important purposes of education. The Goshen teachers believe item 10 (Prepare the individual to live in an ever-changing world) to be the other most important purpose while the doctoral students believe item 12 (Promote self-understanding) to be the most important. The SEA personnel select item 16 (Create ability to reason) and item 44 (Cultivate capacity for self-discipline) as the most important purposes of education.

Item 34 (Maintain traditions) is believed to be one of the least important purposes of education by the Goshen faculty and the

TABLE 2

Comparison of the Composites of the Three Groups On All Items—Post-Test

Rating:	Goshen Faculty	SEA	Doctoral Students
Most Important	Item 6	Item 16	Item 12
	Item 10	Item 14	Item 6
Least Important	Item 40	Item 28	Item 43
	Item 34	Item 34	Item 66

Items:
6. Develop ability to solve problems
10. Prepare individual to live in an ever-changing world
12. Promote self-understanding
16. Create ability to reason
28. Create ability to appreciate art, literature and music
34. Maintain traditions
40. Require memorization of important facts
44. Cultivate capacity for self-discipline
43. Provide temperance information
66. Develop conformity to social norms

SEA consultants. The Goshen staff select item 40 (Require memorization of important facts) as the other least important purpose while the SEA group select item 28 (Create ability to appreciate art, literature, and music) as least important. Item 43 (Provide temperance information) and item 66 (Develop conformity to social norms) are thetwo least important purposes of education according to the doctoral students.

The beliefs of the Goshen staff and the doctoral students are alike on one of the most important purposes of education as revealed on the post-test. The Goshen teachers and the SEA personnel agree on one of the least important purposes. There is no complete agreement between any two of the three groups on either the most important or least important purposes.

As part of the process to determine the significance of any change in the attitude of the three groups toward purposes of education as related to international education after two semesters of participation in the Goshen Project, a panel of educators was selected. This panel of seventeen educators was chosen since they are knowledgeable in international education as the result of having worked in educational institutions overseas or being involved in international projects connected with United States colleges and universities.

The members of the panel were Dr. Robert Hopper, director of the Southeastern Educational Laboratory; Dr. Frances Hamblin, academic vice-president of Northern Arizona University; Dr. Severo Gomez, director of REAP/Texas; Dr. W. R. Goodson, director of REAP/IE; Dr. James Muskelly, professor, Memphis State University; Dr. C. J. Patterson, superintendent, American School Foundation, Mexico City; Dr. Robert E. Bills, dean, College of Education, University of Alabama; Dr. Paul G. Orr, associate dean, College of Education, University of Alabama; Dr. F. L. Temple, chairman of the department of administration and curriculum development, College of Education, University of Alabama; Dr. Adolf Crew, director of student teachers, College of Education, University of Alabama; Dr. Jon McLin, director of international education, University of Alabama; Dr. Ralph Terry, director of Latin-American Programs, University of Alabama; Dr. Raymond F. McLain, dean, College of Arts and Sciences, University of Alabama; Mr. Robert G. Seaquist and Mr. and Mrs. James Fraser, doctoral students, College of Education, University of Alabama and Mr. Burton Fox, regional superintendent of Colombian binational schools, Colombia, South America.

These educators selected ten items from the Purposes of Education Q Sort which they believed to be the most important in helping students became aware of the commonality of mankind, gain an understanding of the world and its people and, in general, develop a broad international view point. The ten items are listed in Table 3 in order of importance according to the panel.

Table 4 demonstrates the ratings of the ten international education items by the three groups—Goshen faculty, SEA personnel and doctoral students according to the composite descriptions on the pre-test. All the groups select item 10 (Prepare individual to

TABLE 3

THE TEN ITEMS OF THE Q-SORT RELATED TO INTERNATIONAL EDUCATION SELECTED BY THE PANEL OF 17 EDUCATORS KNOWLEDGEABLE IN INTERNATIONAL EDUCATION

ITEMS IN ORDER OF IMPORTANCE

10. Prepare individual to live in an ever-changing world.
19. Foster understanding of other cultures.
39. Develop tolerant attitudes.
74. Develop respect for differences of opinion.
21. Stimulate sense of world citizenship.
45. Foster learning of a foreign language.
67. Present opportunities to hear conflicting philosophies.
57. Create ability to get along with other people.
32. Build an understanding of the duties and rights of a citizen.
12. Promote self-understanding.

TABLE 4

RATINGS OF THE TEN INTERNATIONAL EDUCATION ITEMS BY THE THREE GROUPS PRE-TEST

Category:	Items: 10	19	39	74	21	45	67	57	32	12
Most Important	G-S-D									
Next Most Important								S	G-S	G-D
Third Most Important		D	D	D	D			G		S
Fourth Most Important			S	G-S	S			D	D	
Fifth Most Important		S	G		G		D			
Sixth Most Important		G				S-D				
Seventh Most Important							G-S			
Next to Least Important						G				
Least Important										

Goshen Faculty: G
SEA: S
Doctoral Students: D

live in an ever-changing world) as **most important.** Item 19 (Foster understanding of other cultures) is placed **third most important** by doctoral student,s **fifth most important** by SEA and **sixth most important** by the Goshen staff. Item 39 (Develop tolerant attitudes) is placed **third most important** by doctoral students, **fourth most important** by SEA and **fifth most important** by Goshen teachers. The doctoral students believe item 74 (develop respect for differences of opinions) is **third most important** while the Goshen and SEA educators believe it to be **fourth most important.** The ratings of item 21 (Stimulate sense of world citizenship) are the same as on item 39—third by doctoral students, fourth by Sea and fifth by the Goshen group. Item 45 (Foster learning of a foreign language) is rated the lowest of the ten items by the three groups—listed as **sixth most important** by the personnel in Goshen and in the SEA and **next to least important** by the doctoral students. The placement of item 67 (Present opportunities to hear conflicting philosophies) is **fifth most important** according to the doctoral student and **seventh most important** by the other two groups. The SEA people rate item 57 (Create ability to get along with other people) **next most important** while the Goshen staff rate it **third most important** and the doctoral students **fourth most important.** Item 32 (Build an understanding of the duties and rights of citizens) is believed to be in the **next most important** category by the Goshen and SEA people and in **fourth most important** by the doctoral students. The Goshen educators and the doctoral students agree that item 12 (Promote self-understanding) should be **next most important** and the SEA group believe it to be **third most important.**

Six of the international education items are rated **third most important** or higher by the doctoral students while the Goshen and SEA groups only place three items in these categories. The Goshen teachers rate three of the ten items **sixth most important** or lower while the SEA place two items and the doctoral students one item in these categories.

Figure 2 depicts graphically the placement of the ten international education items by the three groups on the pretest. For example, item 10 is placed in category 9 or **most important** by all three groups.

Table 5 demonstrates the ratings of the ten international education items by the three groups—Goshen faculty, SEA personnel and doctoral students according to the composite descriptions on the post-test. Item 10 (Prepare the individual to live in an ever-changing world) is placed **most important** by the Goshen faculty, **third most important** by the doctoral students and **sixth most important** by the SEA consultants. Item 19 (Foster an understanding of other cultures) and item 39 (Develop tolerant attitudes) are selected as

next most important by the doctoral student group, **third most important** by the SEA personnel and **fifth most important** by the teaching staff in Goshen. The doctoral students place item 74 (Develop respect for differences of opinion) in the **next important** category

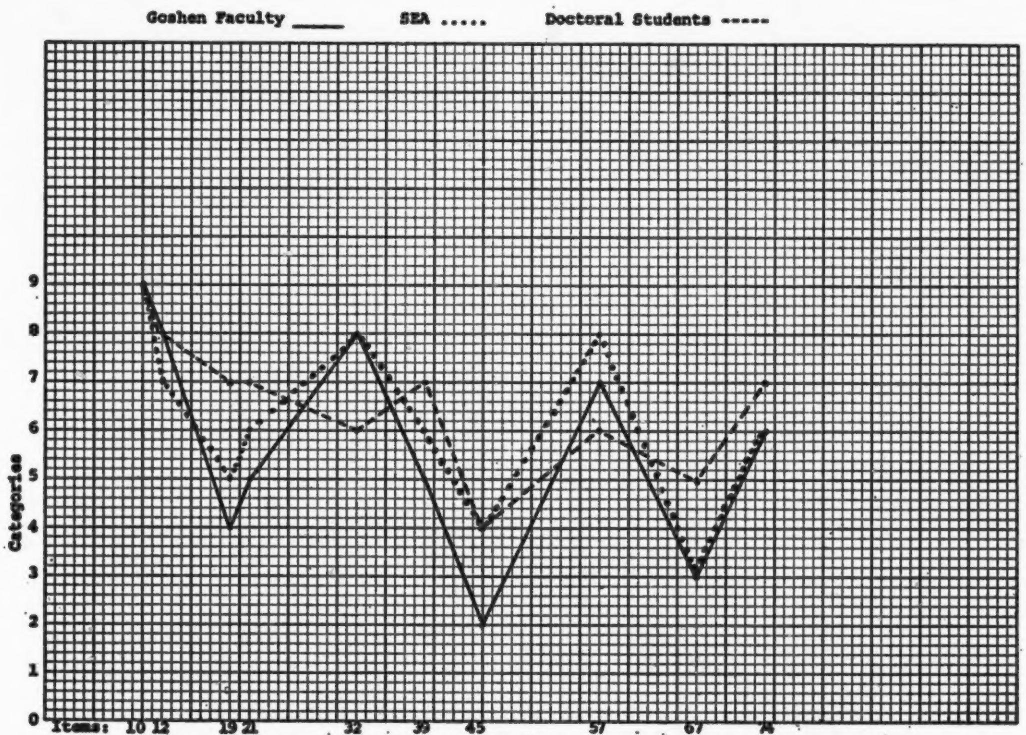


Fig. 2.--Placement of the Ten International Education Items by the Three Groups Pre-Test

TABLE 5
RATING OF THE TEN INTERNATIONAL EDUCATION ITEMS BY THE THREE GROUPS
POST-TEST

Category:	Items:									
	10	19	39	74	21	45	67	57	32	12
Most Important	G									D
Next Most Important		D	D	D	S			G	G	G
Third Most Important	D	S	S	G						
Fourth Most Important				S	D		D	D-S	D-S	
Fifth Most Important		G	G		G		S			
Sixth Most Important	S						G			S
Seventh Most Important						C-D-S				
Next to Least Important										
Least Important										

Goshen Faculty: G
SEA: S
Doctoral Students: D

while the Goshen teachers place it in **third most important** and the SEA in **fourth most important.** Item 21 (Stimulate sense of world citizenship) is rated **next most important** by the SEA group, **fourth most important** by the doctoral students and **fifth most important** by the Goshen faculty. All three groups rate item 45 (Foster the learning of a foreign language) in the **seventh most important** category. Item 67)Present opportunities to hear conflicting philosophies) is regarded as **fourth most important** by the doctoral group, **fifth most important** by the SEA personnel and **sixth most important** by the Goshen staff. Items 57 (Create ability to get along with other people) and 32 (Build an understanding of the duties and rights of a citizen) are considered **next most important** by the Goshen teachers and **fourth most important** by the SEA and doctoral groups. The doctoral students rank item 12 (Promote self-understanding) as **most important** and the Goshen faculty rate it **next most important** while the SEA consultants place it **sixth most important.**

Five of the international educational purposes are rated **third most important** or higher by the doctoral students and the Goshen faculty, but the SEA personnel rank three purposes in the **sixth most important** category or lower and the Goshen teachers and the doctoral students place two items and one item respectively in these categories.

Figure 3 depicts graphically the placement of the ten interna-

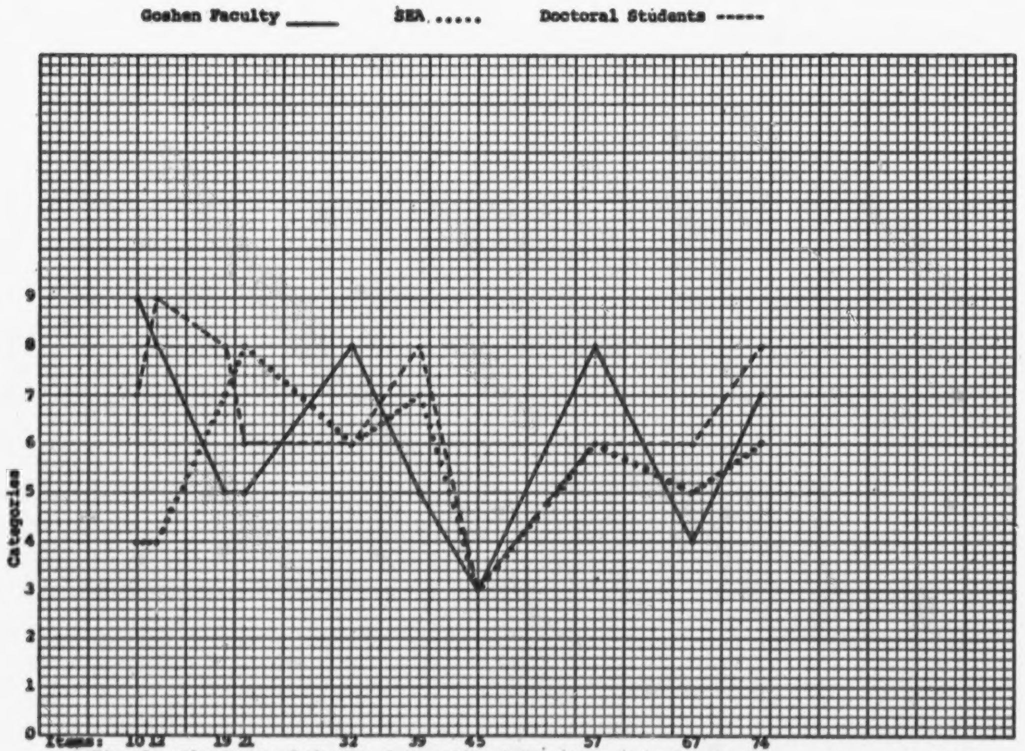


Fig. 3.--Placement of the Ten International Education Items by the Three Groups Post-Test

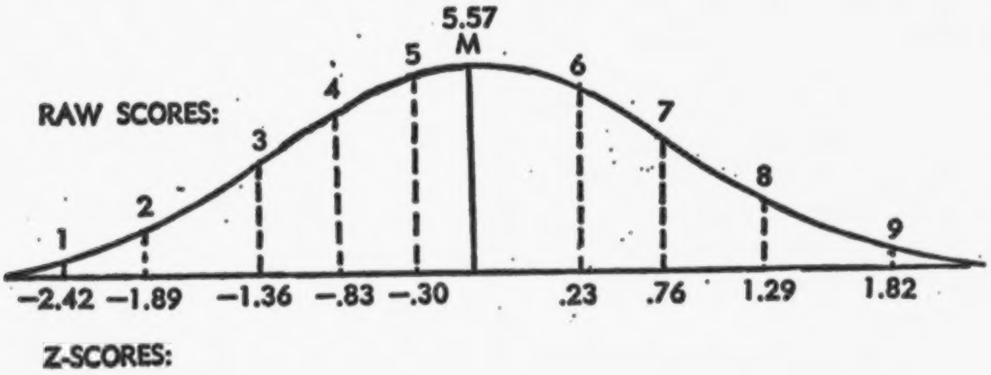
tional items by the three groups on the post-test. For example, item 10 is placed in category 9 or **most important** by the Goshen faculty, category 1 or **third most important** by the doctoral students, and category 4 or **sixth most important** by the SEA personnel.

The number of the category each individual of the three groups places each of the international education items may be considered as a raw score. For example, if a Goshen teacher places item 10 in category 9, then the raw score is 9 for this item. A Computer Program was developed which changed the raw scores of all the individuals on the international education items to Z-Scores. A Z-Score is a value which indicates how far a raw score deviates from the mean in standard deviation units (14).

Standard deviation is the most commonly used indicator of the degree of dispersion of scores and it is the most dependable sorce of estimation of variability in the total population when using a sample. Standard deviation is a kind of average of all the deviations about the mean of the sample.

If a sample of only one case with one score is being studied there is no possible basis for individual differences within the sample. Therefore, there is no variance or variability. If another individual with his score on the same test is brought into the sample there is one difference. Each additional score brings a difference. To measure the differences, a mean of all the scores is determined and this value is used as a common reference point. Each difference then becomes a deviation from that reference point. The standard deviation is a single representative value for all the individual differences when taken from a common reference point.

If the z-scores from Computer Program 1 are placed on a normal curve distribution, it is then possible to determine how far a raw score deviates from the mean in standard deviation units. In this program a raw score of 9 has a z-score of 1.82; 8 has 1.29, etc. An illustration of the raw scores and their corresponding z-scores on a normal curve would appear thus:



Often a need arises to compare a person wth himself in two different distributions of scores. Since the two distributions of scores may have different means and different standard deviations, a raw score on another test. (14) The raw scores must be changed into a standard score such as a z-score in order to make the comparison.

Table 6 reports the number of individuals in each group who place each of the ten international education items above or below the mean. The majority of educators in all groups are above the mean in item 10 (Prepare the individual to live in an ever-changing world), in item 57 (Create ability to get along with other people) and in item 12 (Promote self-understanding). Item 45 (Foster learning of a foreign language) is below the mean in the majority of the cases in the groups. The Goshen and SEA personnel have a higher number of choices below the mean on item 19 (Foster understanding of other cultures) and item 67 (Present opportunities to

TABLE 6

Number of individuals in each of the three groups above and below the raw-score mean—Pre-test

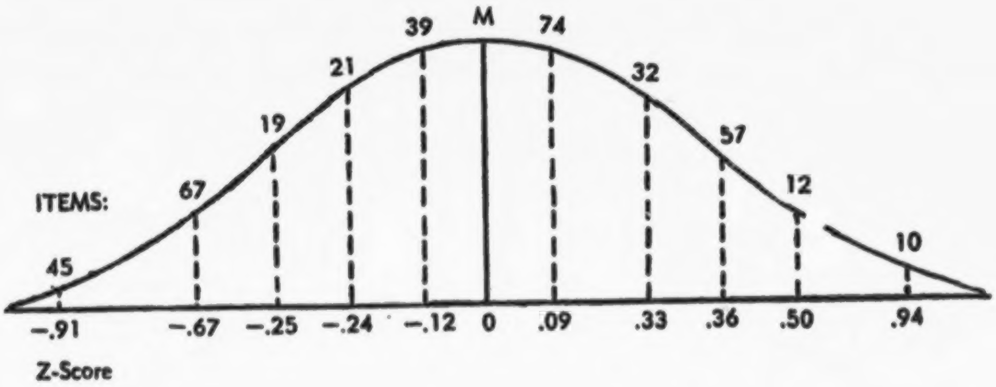
Mean: 5.57

Item:	(20) Goshen Teachers No. above mean	No. below mean	(8) SEA No. above mean	No. below mean	(5) Doctoral Students No. above mean	N- below mean
10. Prepare individual to live in an ever changing world	15	5	8	0	4	1
19. Foster understanding of other cultures	5	15	3	5	4	1
39. Develop tolerant attitudes	7	13	5	3	3	2
74. Develop respect for differences of opinion	10	10	5	3	4	1
21. Stimulate sense of world citizenship	7	13	5	3	3	2
45. Foster learning of a foreign language	4	16	2	6	1	4
67. Present opportunities to hear conflicting philosophies	3	17	0	8	3	2
57. Create ability to get along with other people	14	6	6	2	3	2
32. Build an understanding of the duties and rights of a citizen	15	5	7	1	2	3
12. Promote self-understanding	14	6	5	3	5	0

hear conflicting philosophies) while the doctoral students place these items above the mean. On item 21 (Stimulate sense of world citizenship) and item 39 (Develop tolerant attitudes) the majority of the Goshen teachers are below the mean while the SEA and doctoral students are above, 5 to 3 and 3 to 2 respectively. The Goshen faculty and the SEA group have a higher number of choices above the mean on item 32 (Build an understanding of the duties and rights of a citizen) while the doctoral students place the item below the mean 2 to 3. The Goshen staff is equally divided on item 74 (Develop respect for differences of opinion) but the majority of the SEA and doctoral student groups are above the mean.

From the information in Table 6 it may be said that the majority of educators in the three groups believe that to prepare an individual to live in an ever-changing world, promote self-understanding, and create ability to get along with other people are important purposes of education as related to the international scene. To foster the learning of a foreign language is not believed to be an important purpose. The choices of the Goshen group agree with those of the SEA in 7 out of 10 items while they agree in only 4 out of 10 items with the doctoral students. Again one may infer that the Goshen teachers are more like the SEA personnel in their beliefs of the purposes of education than they are like the doctoral students.

The Z-Score means in Table 7 are more clearly understood if placed on a normal curve distribution. For example, item 10 has a Z-Score mean for the three groups of 0.94 which signifies that the item is ninety-four hundredths above the mean of all the groups on all items. Item 39 at -0.12 is just below the mean and the item 74 at 0.09 is just above. If the Z-Score means for each item as presented in Table 7 were placed on a normal curve it would appear thus:



The Z-Score of the three groups range from a low of -0.91 on item 45 (Foster learning of a foreign language) to a high of 0.94 on item 10 (Prepare the individual to live in an ever-changing world). This indicates that learning a foreign language is the least important of the ten items as a purpose of education related to international education according to the three groups of educators while preparing the individual to live in an ever-changing world is believed to be the most important. With a mean of 0.50 the next most important purpose of the ten is item 12 (Promote self-understanding) and the next least important is item 67 (Present opportunities to hear conflicting philosophies) with a mean of -0.67. These facts compare favorably to the information in Table 4 and 6. The six remaining purposes have a range of mean Z-Scores from -0.25 to 0.36.

TABLE 7
MEANS OF Z-SCORES FOR ALL THREE GROUPS FOR EACH INTERNATIONAL EDUCATION ITEM
PRE-TEST

	Items:									
	10	12	19	21	32	39	45	57	67	74
Means	0.95	0.50	-0.25	-0.24	0.33	-0.12	-0.91	0.36	-0.67	0.99

Figure 4 demonstrates graphically the means of Z-Scores for all three groups of educators on each international education item on the pre-test as reported in Table 7. The dark line indicates the mean of the Z-scores for all three groups. The means of five items appear about the mean on the graph while five are below. Items 10, 12, 32, 57, and 74 have means above and indicate that the Goshen teachers, SEA personnel, and the doctoral students believe these purposes to be more important than the other five. The range from item 45 to item 10 can again be noted.

The means of the Z-Scores for each international education item on the pre-test are presented in more concise form in Table 8.

If the Z-Score means for the Goshen faculty as presented in Table 8 were placed on a normal curve it would appear thus:

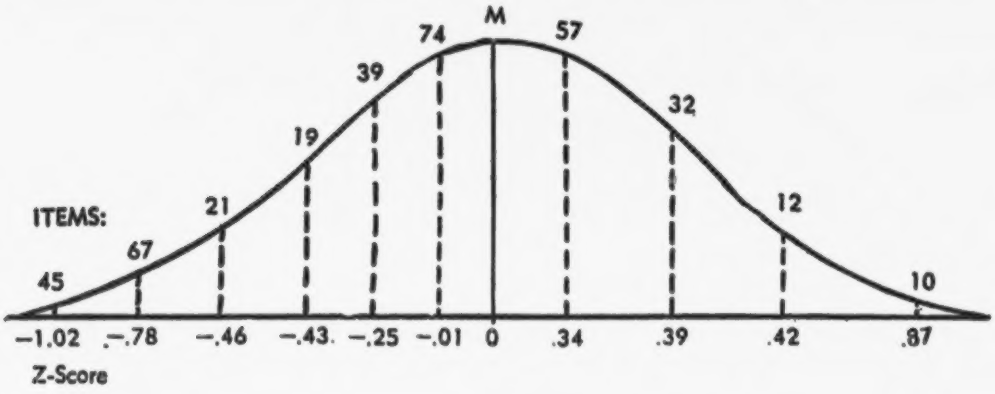


Figure 4 presents the same information concerning the Goshen faculty in a different form.

On item 10 (Prepare the individual to live in an ever-changing world) the lowest mean is the Goshen group with 0.87 and the highest is the doctoral student with 1.18. There is a wider ranger of means on item 12 (Promote self-understanding) with the SEA people at 0.35 and the doctoral students at 1.08. The means are all negative on item 19 (Foster understanding of other cultures from -0.44 of the doctoral students to 1.23 of the SEA. The means of the Goshen

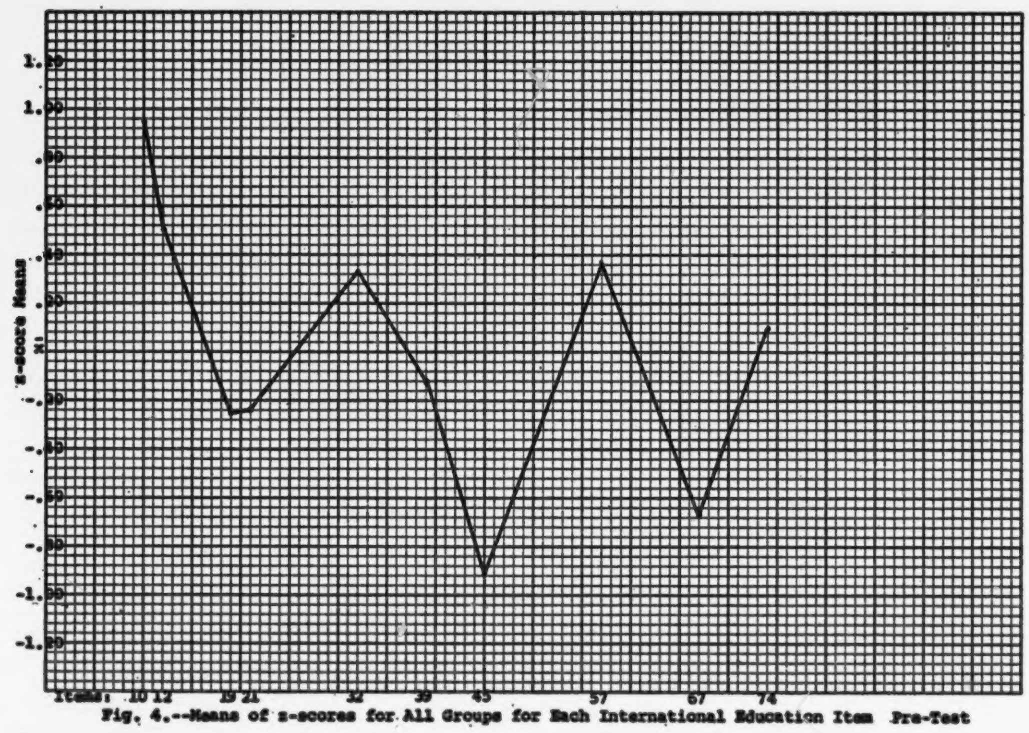


Fig. 4.--Means of z-scores for All Groups for Each International Education Item Pre-Test

TABLE 8
MEANS OF Z-SCORES FOR EACH GROUP FOR EACH INTERNATIONAL EDUCATION ITEM PRE-TEST-

Items:

Group	10	12	19	21	32	39	45	57	67	74
—Group: Goshen Faculty	0.87	0.42	-0.43	-0.46	0.39	-0.25	-1.02	0.34	-0.78	-0.01
Group: SEA	0.96	0.36	-0.23	0.03	0.49	-0.10	-0.70	0.63	-0.76	0.10
Group: Doctoral Students	1.18	1.08	-0.44	0.23	-0.19	0.34	-0.83	0.02	-0.09	0.44

faculty and the doctoral students are separated by only one hundredths of a point on item 19. The purpose to stimulate sense of world citizenship, item 21, has a mean of -0.46 in the Goshen responses an da mean high of 0.23 in the doctoral student responses while the SEA mean is just on the positive side of 0.33. The SEA group's mean of 0.49 is the highest on item 32 (Build an understanding of the duties and rights of a citizen) and the lowest, -0.19 is the mean of the doctoral students. The range of the means on item 39 (Develop tolerant attitudes) is -0.25 of the Goshen faculty to -0.34 of the doctoral students. All the means on item 45 (Foster learning of a foreign language) are minus or negative values from -1.02 of the responses from Goshen to -0.70 of those of the SEA. Item 57 (Create ability to get along with other people) has all positive means rangingfrom 0.02 of the doctoral students to 0.63 of the SEA educators. The groups from SEA and Goshen are much alike, being separated by two hundredths of a point on item 67 (Present opportunities to hear conflicting philosophies), having means of -0.76 and -0.78 respectively. The mean of the doctoral students is the highest mean of the groups on item 74 (Develop respect for differences of opinion) at 0.44 and the lowest -0.01 is the mean of the Goshen teachers.

There is close agreement by the SEA and Goshen educators on the purposes of education as reported in Table 8. On four items (10, 12, 32, and 67) the means of the Z-Scores of the two groups are separated by not more than ten hundredths of a point and on two other items (19 and 39) they are separated by not more than twenty hundredths.

The means of the doctoral students are like the Goshen teachers only on two items (19 and 45) and in most cases are widely separated. The two groups could be described as believing that fostering understanding of other cultures and learning a foreign language are not as important as the other eight international education items.

From the means of the Z-Scores it is noted that the Goshen teachers are more like the SEA than like the doctoral students in their beliefs concerning the industrial education purposes. The SEA means approach those of the doctoral students only on items 10, 19, 21, and 45 and even in these cases the separation is as large as 22 hundredths of a point of the X-Scores, the doctoral students are more like the SEA educators in their beliefs concerning the importance of the ten international education purposes than like the beliefs of the Goshen faculty.

Figures 5, 6 and 7 show graphically the means of the Z-Scores for each of the groups for each international education item on the pre-test. The dark lines on the graphs again represent the placement of the mean of the Z-Scores for all the groups . In figure 5 six of the Z-Scores means for the Goshen group are below the normal-

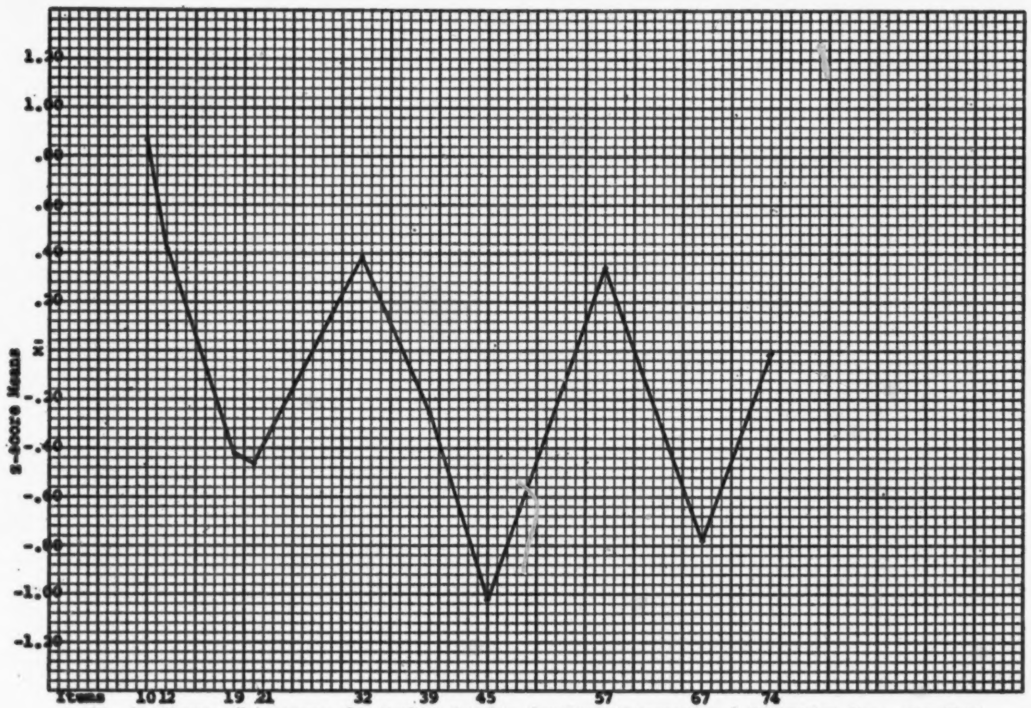


Fig. 5.--Means of z-scores for Goshen Faculty for Each International Education Item Pre-Test

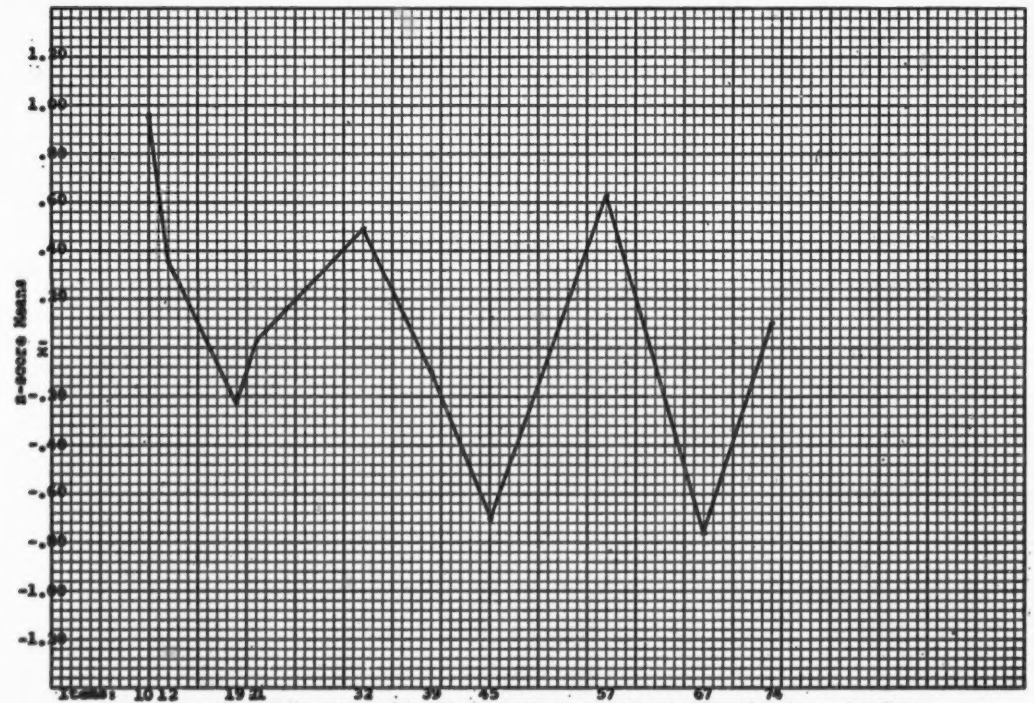


Fig. 6.--Means of z-scores for SEA for Each International Education Item Pre-Test

curve mean while four are above. Four of the means of the SEA and of the doctoral students are below the normal-curve mean and six are above as illustrated in figures 6 and 7 respectively.

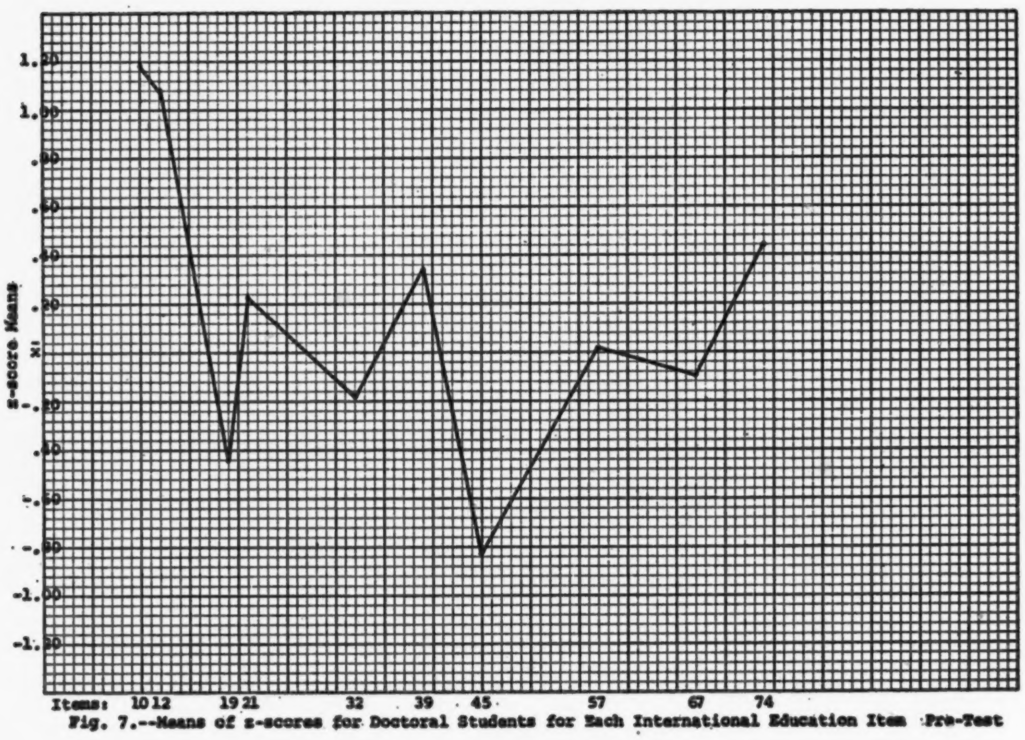


Fig. 7.--Means of z-scores for Doctoral Students for Each International Education Item Pre-Test

Figure 8 is a graphical comparison of the means of the Z-scores of all groups for each of the international items on the pre-test. Generally the Goshen teachers, represented by the solid line, and

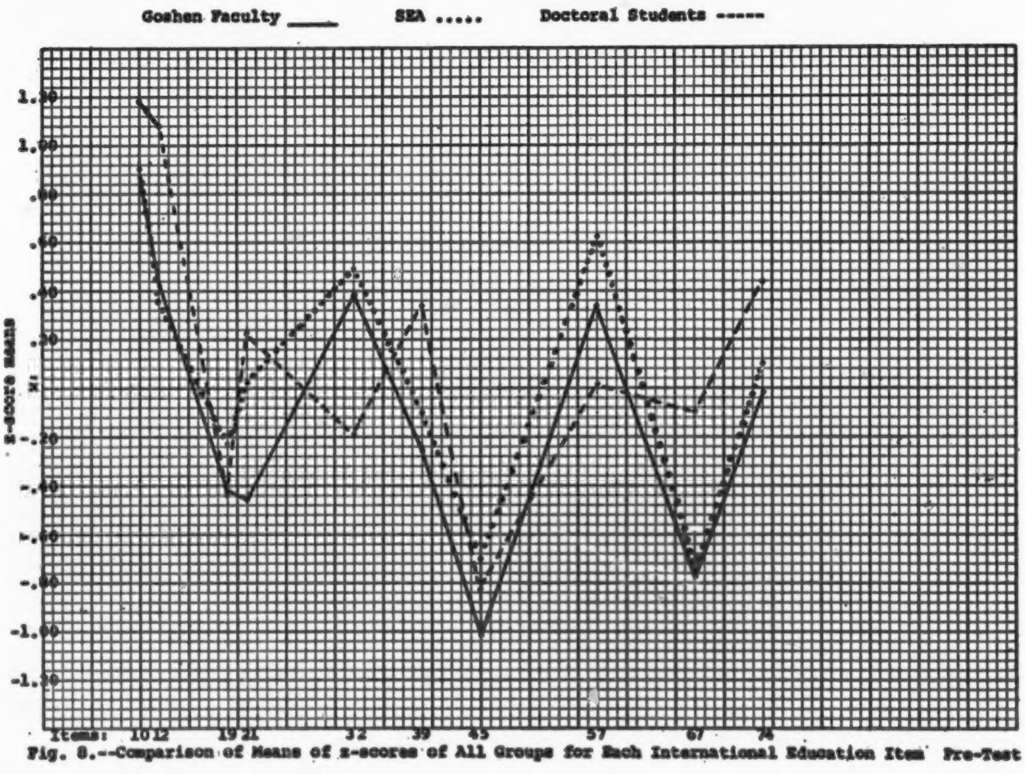


Fig. 8.--Comparison of Means of z-scores of All Groups for Each International Education Item Pre-Test

the SEA personnel, represented by the dotted line, follow a similar pattern, although the SEA configuration is not as drastic as that of the Goshen group. This indicates that, in general, the SEA agrees with the Goshen group on the importance or unimportance of the ten international education purposes. The means of the doctoral students, represented by the broken line, are pronouncedly different from the other two groups on items 32, 39, and 67, moving in the opposite direction, indicating that the doctoral students do not agree with the Goshen teachers and the SEA group on the importance of these particular purposes of education.

In viewing the three profiles presented in Figure 8 one asks to what degree one profile is different from or similar to the one or the two other profiles. To answer this question calls for a technique which will express precisely the goodness of match of two patterns or how alike two patterns are.

Techniques for formulating patterns or profiles and for determining the "degree of like-mindness" were almost unknown before 1940. The earliest explicit discussion of the subject was in Zubin's analysis of patterns in questionnaire responses. (15) The notion of "degree of similarity of personality pattern" is a central topic in Stephenson's development of the Q-technique. (12) In an article in 1949 Cattell wrote concerning the specific question of measuring profile resemblances in which he aimed at a systematic discussion of issues in pattern matching and the development of suitable indices. (3)

Cattell believes psychologists must use a pattern index to study the meaning and effects of the total personality configuration rather than of mere levels in specific variables.

> In matched groups and stratified sample designs it is not enough to equate means and deviations of individual variables alone. These may be adequately matched and still leave the distribution of patterns unequal. Such a matching procedure is inadequate because matching for certain psychological effects depends on particular patterns occurring with specified frequency in the experimental groups. (3)

In determining the extent of agreement of one pattern with another one must consider some over-all index of the deviations of the two patterns with respect to each of the elements in each category. Chi-square may suggest itself but is not suitable because it gives only a measure of departure of agreement from chance, whereas in developing a true comparison of patterns a statistic that is quantitatively more similar to the correlation coefficient is sought. For this reason Cattell developed a new statistic which would provide an index with properties similar to those of the correlation coefficient.

The new statistic is the pattern similiarity index called r_p which operates upon data that has first been converted to standard scores with respect to each element or dimension of the pattern in order to give equal weight to each of the variables. Then operating on the individual difference of the two patterens with respect to each and every category, the index expresses the result in terms of the degree to which one pattern matches another. (3)

The pattern similarity index uses Cottell's formula:

$$r_p = \frac{2k - \Sigma d^2}{2k + \Sigma d^2}$$

where k is the median chi-square value for the number of the degrees of freedom in the profile. Σd^2 is the sum of the difference of each element in the pattern squared. (3) The result, r_p, is the degree to which one pattern or profile replaces another.

Table 9 presents a comparison of the pattern similarity index of each of the three groups. The highest pattern similarity index is the SEA consultants and the Goshen faculty at 0.94. The doctoral students and the SEA consultants are at 0.74 while the lowest pattern similarity index is the Goshen faculty and the doctoral students at 0.69.

A Computer Program, developed at the University of Alabama using Cattell's Profile technique, measured the similarity of the three profiles presented in Figure 8. It is accomplished by studying each item on a configuration or profile and measuring the distance from each item to the mean and comparing the distance to that of another profile on the same item. This procedure is carried out for all items in the comparison and presented as a pattern similarity index. The same operation is performed for all three profiles and the result is the pattern similarity index in each of the three comparisons.

For example, the first comparison presented in Table 9 is between the SEA consultants and the Goshen faculty. On each item

TABLE 9

COMPARISON OF PATTERN SIMILARITY INDEX OF THE THREE GROUPS PRE-TEST

Groups:	Index:
SEA Consultants—Goshen Faculty	0.94
Doctoral Students—SEA Consultants	0.74
Goshen Faculty—Doctoral Students	0.69

the distance from the mean was measured for the SEA group and compared with the distance on the same item for the Goshen faculty. When the process was accomplished for all items the degree of similarity between the two groups was presented as 0.94. If the similarity is perfect or the two patterns or profiles are completely alike, the index is 1.00. If there is no similarity at all, the index is 0.00. An index of 1.000 or 0.00 is rare.

The pattern similarity indexes of the group as presented in Table 9 substantiate the conclusions drawn from Table 8 and Figure 7. The SEA consultants' beliefs coincide to a high degree with the Goshen faculty on the importance or unimportance of the ten international education purposes. The doctoral students agree more with the beliefs of the SEA personnel concerning these purposes than with the beliefs of the Goshen teachers. However, the level of this agreement does not approach the plane of agreement of the SEA consultants and the Goshen faculty. The lowest agreement of the three comparisons is between the doctoral students and the Goshen faculty.

Table 10 reports the number of individuals in each group who place each of the ten international education items above or below the mean on the post-test. The majority of the educators in all groups are above the mean in item 10 (Prepare individual to live in an ever-changing world), in item 32 (Build an understanding of the duties and rights of a citizen), in item 74 (Develop respect for differences of opinion) and in item 12 (Promote self-understanding) and below the mean in item 45 (Foster the learning of a foreign language).

A majority of the Goshen faculty place item 19 (Foster understanding of other cultures) and item 21 (Stimulate sense of world cultures) below the mean, but the SEA personnel and doctoral students place these items above the mean. In item 57 (Create ability to get along with other people) the Goshen and doctoral groups place it above the mean while the SEA consultants rank it below. The Goshen staff and the SEA personnel have a higher number of choices below the mean on item 67 (Present opportunities to hear conflicting philosophies); however, all but one doctoral student place the item above the mean. The Goshen teachers are divided on item 39 (Develop tolerant attitudes) while the majority of the SEA and doctoral groups place it below the mean.

From the information in Table 10 the majority of the educators believe that to prepare the individual to live in an ever-changing world, to build an understanding of the duties and rights of a citizen, to develop respect for differences of opinion and to promote a self-understanding are important purposes of education as related

TABLE 10

NUMBER OF INDIVIDUALS IN EACH OF THE THREE GROUPS ABOVE AND BELOW THE RAW-SCORE MEAN—POST-TEST

MEAN: 5.57

Item:	(20) Goshen Teachers No. above mean	No. below mean	(8) SEA No. above mean	No. below mean	(5) Doctoral Students No. above mean	No. below mean
10. Prepare individual to live in an ever-changing world	14	6	4	3	3	2
19. Foster understanding of a citizen	9	11	5	2	4	1
39. Develop tolerant attitudes	10	10	5	2	4	1
74. Develop respect for differences of opinion	11	9	4	3	5	0
21 Simulate sense of world citizenship	8	12	6	1	3	2
45. Foster learning of a foreign language	6	14	2	5	1	4
67. Present opportunities to hear conflicting philosophies	5	15	0	7	4	1
57. Create ability to get along with other people	12	8	2	5	4	1
32. Build an understanding of the duties and rights of a citizen	15	5	4	3	3	2
12. Promote self-understanding	11	9	4	3	5	0

to international education. To foster the learning of a foreign language is not considered to be an important purpose. The choices of the Goshen group agree with the SEA consultants and the doctoral students in six out of ten items.

Table 11 presents the mean of the Z-Scores of the post-test on each international education item.

The Z-Score means of the three groups range from a low of -0.86 on item 45 (Foster learning of a foreign language) to a high of 0.35 on item 10 (Prepare the individual to live in an ever changing world). The educators in the three groups believe that learning a foreign language is the least important of the ten items as a purpose of education related to international education while preparing an individual to live in an ever-changing world is believed to be the most important. The next most important purpose of the ten is item 32 (Build an understanding of the duties and rights of a citizen) with a mean of 0.29 and the next least important is item 67 (Present opportunities to hear conflicing philosophies) with a mean of -0.38. These facts compare favorably to the information in Tables 5 and 10. The six remaining purposes have a range of mean Z-Scores from -0.10 to 0.19.

TABLE 11

MEANS OF Z-SCORES FOR ALL THREE GROUPS FOR EACH INTERNATIONAL EDUCATION ITEM POST-TEST

	Items—									
	10	12	19	21	32	39	45	57	67	74
Means	0.35	0.19	0.00	0.02	0.29	-0.01	-0.86	0.22	-0.38	0.14

Figure 9 demonstrates graphically the mean of Z-Scores for all three groups of educators on each international education item on the post-test as reported in Table 11. The darkened line indicates the mean of the Z-Scores for all the groups. The means of six items appear above the mean on the graph while three are below and one exactly on the mean. Items 10, 12, 21, 32, 57 and 74 have means above and indicate that the Goshen teachers, SEA consultants, and the doctoral students believe these purposes to be more important than the other four. The range from item 45 to item 10 can again be noted.

The means of the Z-Scores for each group for each international education item on the post-test are presented in Table 12. in a more concise form. On item 10 (Prepare the individual to live in an ever-changing world) the lowest mean is the SEA group with -0.46 and the highest is the Goshen staff with 0.64. A wide range of means exists on item 12 (Promote self-understanding) with the SEA personnel at -0.54 and the doctoral students at 1.17. The Goshen faculty has the lowest mean on item 19 (Foster understanding of other cultures) with a -0.26 and the doctoral students have the highest at 0.54. The purpose to stimulate a sense of world citizenship, item 21 has a mean of -0.28 in the Goshen responses and a high mean of 0.90 in the SEA responses while the doctoral student mean is just on the positive side at 0.01. The SEA mean on item 32 (Build an understanding of the duties and rights of a citizen) is just negative at -0.01 and the Goshen faculty mean is highest at 0.43. There is a wide difference of beliefs on the importance of item 39 (Develop tolerant attitudes) with the low mean of -0.26 of the Goshen faculty and the high of 0.75 for the doctoral students. To foster the learning of a foreign language, item 45, has negative means in each group, from a -1.05 to a -0.81. Item 57 (Create ability to get along with people) has

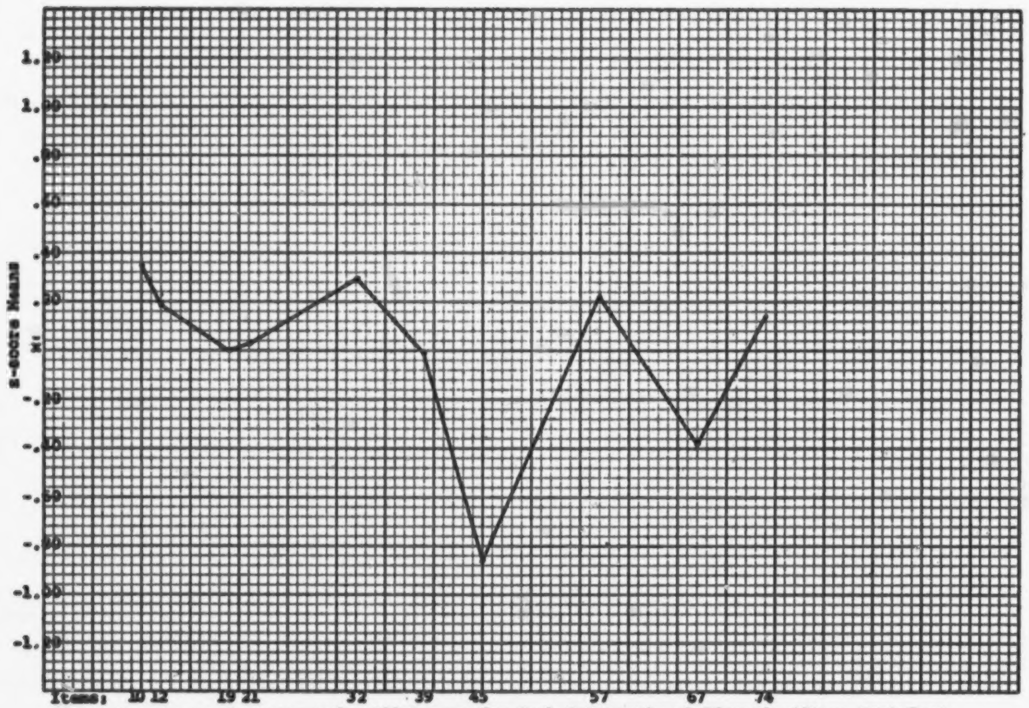


Fig. 9.--Means of z-scores for All Groups for Each International Education Item Post-Test

TABLE 12

MEANS OF Z-SCORES FOR EACH GROUP FOR EACH INTERNATIONAL EDUCATION ITEM POST-TEST

Items:									
Group: Goshen Faculty									
10	12	19	21	32	39	45	57	67	74
0.62	0.19	-0.26	-0.28	0.43	-0.26	-0.81	0.33	-0.47	0.09
Group: SEA									
-0.46	-0.54	0.37	0.90	-0.01	0.14	-0.84	-0.16	-0.39	-0.08
Group: Doctoral Students									
0.43	1.17	0.54	0.01	0.11	0.75	-1.05	0.33	0.01	0.64

one negative mean of -0.16 of the SEA personnel while the other two groups have a mean of 0.33. The Goshen faculty and the SEA consultants have negative means of -0.47 and -0.39 on item 67 (Present opportunities to hear conflicting philosophies) while the mean of the doctoral students is 0.01. The mean of 0.64 of the doctoral students is the highest on item 74 (Develop respect for differences of opinion) and the lowest -0.08 is the mean of the SEA group.

There is close agreement by the SEA and Goshen educators on three itmes, 45, 67, and 74, being separated by not more than twenty hundredths of a point as reported in Table 12. On two items, 10 and

57, the Goshen faculty and doctoral students show agreement of twenty hundredths of a point or less. The doctoral students and the SEA consultants agree only on one item, 32, with twenty hundredths of a point.

Within thirty-five hundredths of a point the Goshen and doctoral students agree on five items, 10, 21, 32, 45, and 57. The doctoral students and the SEA personnel agree on four items, 19, 32, 21, and 45 within thirty-five hundredths.

From the means of the Z-Scores reported in Table 12 it is noted that there is slightly closer agreement between the Goshen teachers and the SEA consultants on three items than with the doctoral students. However, there is more agreement between the Goshen staff and doctoral students on a broader scale such as the positive and negative means than between the Goshen and SEA groups. In considering the means of the Z-Scores the Goshen staff is somewhat like the SEA group on the post-test but the agreement is not as close as it was on the pre-test.

Figures 10, 11, and 12 show graphically the means of the Z-Scores for each of the groups for each international education item on the post-test. The dark lines marked X on the graphs represent the mean of the Z-Scores for all the groups. In Figure 5, five of the Z-Score means of the Goshen group are below the mean on the graph while five are above. Seven of the means of the SEA con-

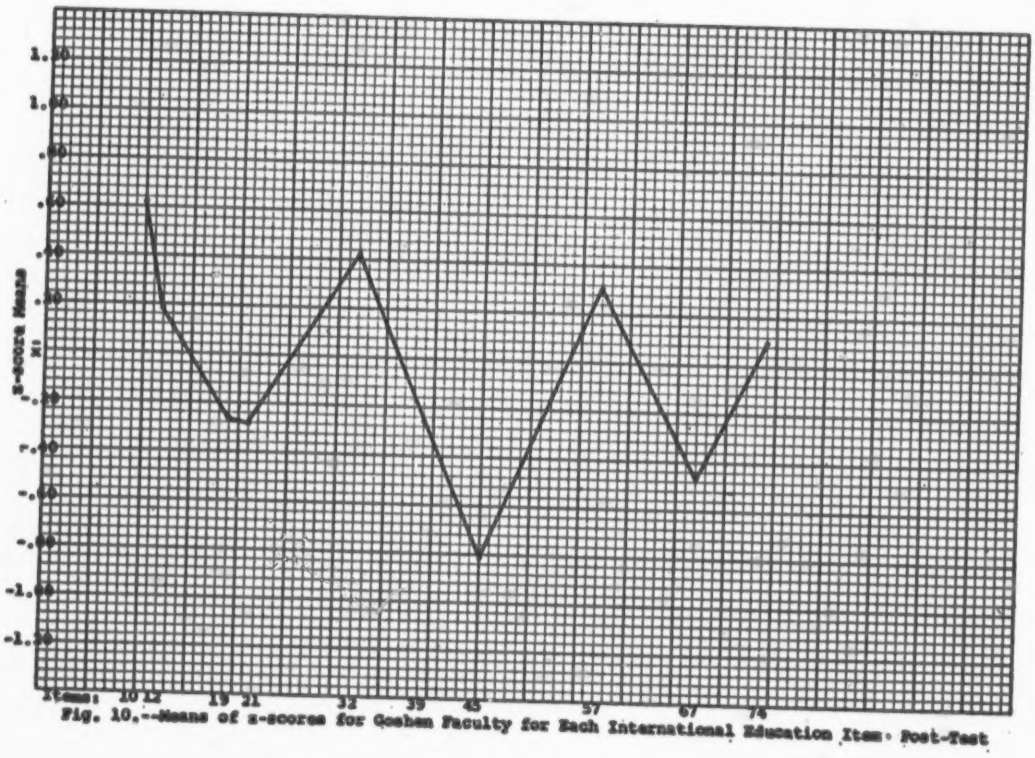


Fig. 10.--Means of z-scores for Goshen Faculty for Each International Education Item· Post-Test

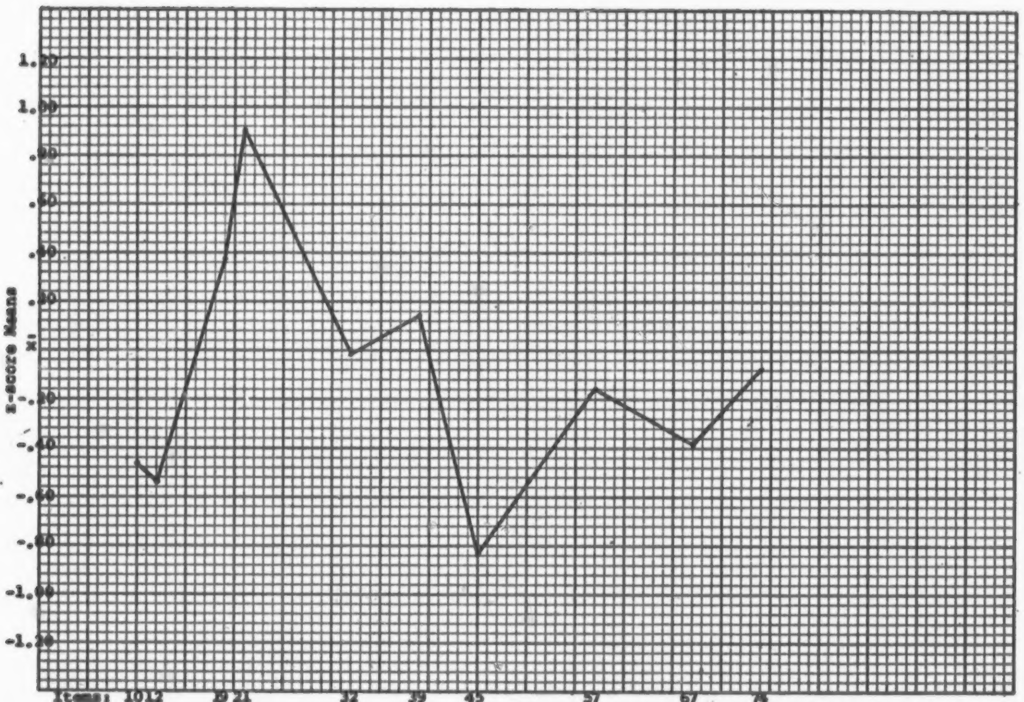


Fig. 11.--Means of z-scores for SEA for Each International Education Item Post-Test

sultants are below the mean with three above. Only one of the means of the doctoral students is below the mean on the graph with nine above.

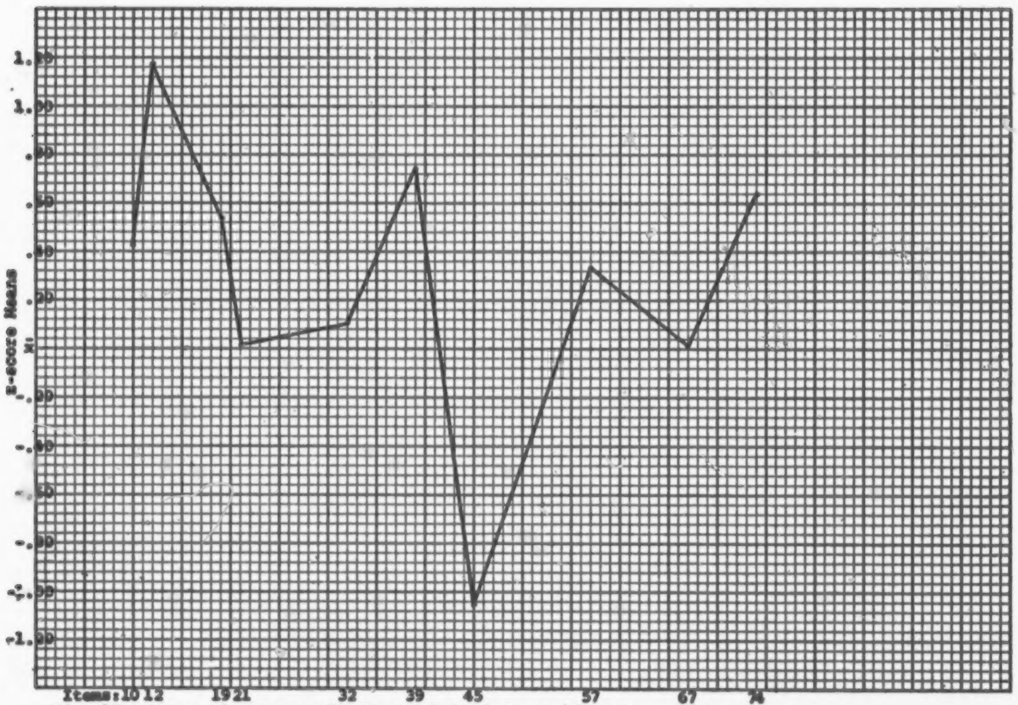


Fig. 12.--Means of z-scores for Doctoral Students for Each International Education Item Post-Test

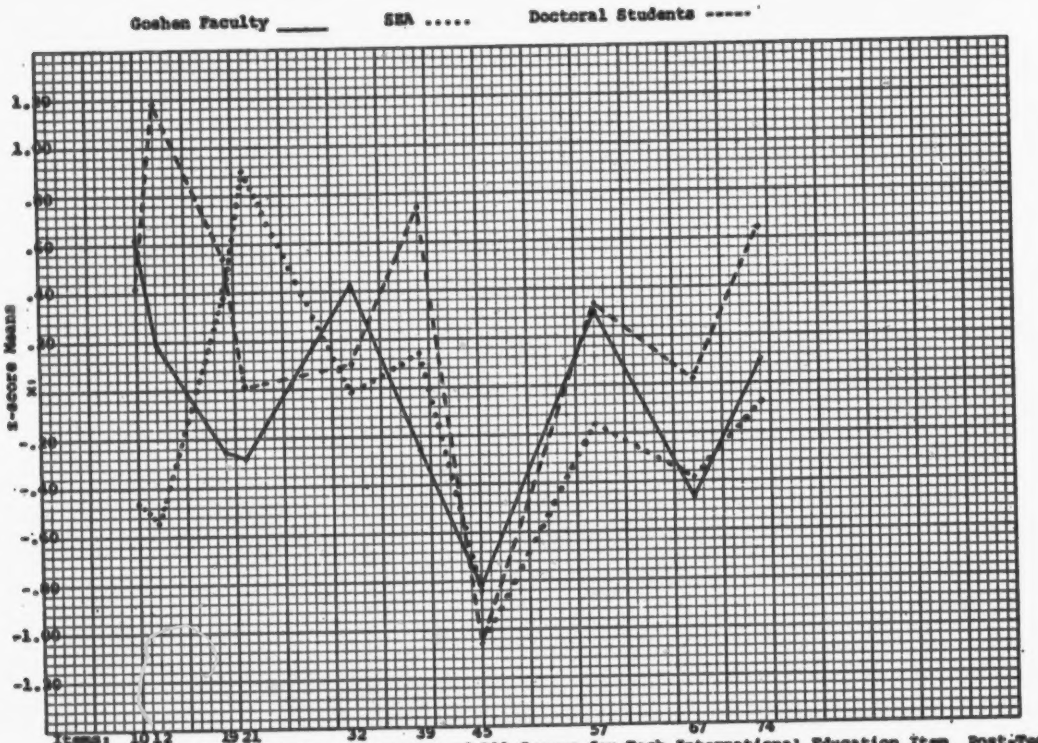


Fig. 13.--Comparison of Means of z-scores of All Groups for Each International Education Item Post-Test

Figure 13 is a graphical comparison of the means of the Z-Scores of all groups for each of the international education items on the post-test. The configurations of the three groups on the first six items are quite different. However, on the last four items the three patterns follow a similar movement. The means of the groups are pronouncedly different on item 12 but similar on item 45. The Goshen teachers, represented by a solid line, and the doctoral students, represented by a broken line, have a similar pattern from item 12 to item 32 and from item 39 to 74. The movement of these two groups is alike except on items 10 to 12 and from 32 to 39. Similar pattern movement demonstrates a trend toward agreement between Goshen and doctoral students on the importance of many of the international education items but does not indicate a close agreement.

TABLE 13

COMPARISON OF PATTERN SIMILARITY INDEX OF THE THREE GROUPS POST-TEST

Groups:	Index:
Goshen Faculty—Doctoral Students	0.68
SEA Consultants—Goshen Faculty	0.63
Doctoral Students—SEA Consultants	0.51

Table 13 presents a comparison of the pattern similarity index of each of the three groups on the post-test. The highest pattern similarity index is the Goshen faculty and the doctoral students at 0.68. The SEA consultants and Goshen faculty are at 0.63 while the lowest pattern similarity index is the doctoral students and the SEA consultants at 0.51.

The pattern similarity indexes of the groups as presented in Table 13 substantiate the conclusions drawn from Table 12 and Figure 13. The Goshen faculty's beliefs coincide to a slightly higher degree with the doctoral students' beliefs than with those of the SEA consultants on the importance or unimportance of the ten international education purposes. The lowest degree of agreement was between the doctoral students and the SEA consultants.

In comparing the composite descriptions of the three groups on all the items of the Q sort, Tables 1 and 2, it is apparent that on the pre-test all the groups agreed on one of the most important purposes of education, item 10 (Prepare the individual to live in an ever-changing world) while on the post-test only two groups, the Goshen faculty and the doctoral students, agreed on one of the most important purposes, item 6 (Develop ability to solve problems).

The Goshen teachers and the SEA consultants were in complete agreement on the pre-test as to the least important purposes, selecting items 34 (Maintain traditions) and 40 (Require memorization of important facts.) However, these two groups agreed on only one of the least important purposes, item 34 (Maintain traditions), on the post-test.

On the pre-test the Goshen teachers' choices of the purposes of education were in accord in three out of four cases in the **most** and **least important** categories while on the post-test the two groups agreed on only one out of four. The doctoral students on the pre-test were in agreement with the Goshen faculty in two out of four cases in the **most** and **least** important categories while on the post-test these groups agreed on only one out of four.

The Goshen staff and the SEA personnel are much alike in their **most** and **least important** choices of purposes of education on the pre-test but tend to differ more on the post-test. The doctoral students agree somewhat with the Goshen faculty and to a lesser degree with the SEA on the pre-test, but on the post-test they agree only slightly with the Goshen staff and not at all with the SEA consultants.

In comparing the international education purposes on the pre-test with those on the post-test in Tables 4 and 5 the Goshen teachers placed more purposes in the **third most important** or higher categories and less in th **sixth most important** or lower categories in the post-test than in the pre-test. The SEA consultants placed the same number of purposes in the **third most important** or higher categories and one more in the **sixth most important** or lower categories on the post-test than in the pre-test. The SEA consultants placed the same downward movement from one category to another. The doctoral students placed one less purpose in the **third most important** or higher categories and the same number of purposes in the **sixth most important** or lower categories on the post-test than on the pre-test. It must be noted here than three purposes of the doctoral group moved from the **third most important** category to the **next most important** and the general movement of its choices was upward.

From the information in Tables 4 and 5 the international education purposes have become more important to the Goshen teachers during the first year of the Goshen Project. All of the international education purposes became more important to the doctoral students with exception of item 45 (Foster the learning of a foreign language). However, the SEA consultants selection of the importance of these purposes fell somewhat during the school year.

In comparing Tables 6 and 10 it is noted that item 10 (Prepare the individual to live in an ever-changing world) and item 12 (Promote self-understanding) became somewhat less important to the three groups during the two semesters. The purposes that became generally more important to the groups are 19 (Foster understanding of other cultures), 39 (Develop tolerant attitudes) and 21 (Stimulate sense of world citizenship).

The change in importance of the ten international education purposes to the groups is demonstrated in Tables 7 and 11. Six purposes in the post-test had a higher Z-Score mean than in the pre-test. Items 19, 21, 39, 45, 67, and 74 became more important with means of from five hundredths to twenty-nine hundredths of a point higher than on the pre-test. Items 10, 12, 32, and 67 had from four to fifty-nine hundredths less on the post-test. The three groups as a whole now believe that to foster an understanding of other cultures, to stimulate a sense of world citizenship, to develop tolerant attitudes, to foster learning of a foreign language, to present opportunities to hear conflicting philosophies, and to develop respect for differences of opinion are more important purposes of education than they did before the Goshen Project was initiated. These educators now think that to prepare an individual to live in an ever-changing world, to promote self-understanding, to build an understanding of the duties and rights of a citizen and to create an ability to get along with other people are not quite as important as before. The change in the Z-Score mean of some of the items was small.

The importance of six of the ten international education items increased from the pre-to post-test for the Goshen teachers as shown in comparing Tables 8 and 12. The doctoral students demonstrated the greatest change during this period as the Z-Score means of nine out of the ten international education purposes increased. The Z-score means of the SEA personnel, however, decreased in six of the ten purposes.

The increase in the importance of the international education items for the Goshen faculty and the doctoral students from the pre- to post-test is emphasized in comparing Figures 5, 6, and 7 with Figures 10, 11, and 12. The Goshen group placed four purposes above the mean on the pre-test and five about on the post-test while the doctoral students placed six purposes above the mean on the first test and nine above on the second. The decrease in the importance of these purposes according to the SEA personnel is noted when these consultants ranked six above on the pre-test and only three on the post-test.

The close resemblance of the beliefs concerning the international education purposes of the Goshen staff to those of the SEA on the pre-test is apparent in the patterns of Figure 8. In Figure 9 the Goshen teachers' beliefs on the post-test have become, generally, more similar to those of the doctoral students than to the beliefs of the SEA consultants.

In studying Tables 9 and 13 one sees than on the pre-test the SEA consultants' beliefs and the Goshen faculty's beliefs agreed to the degree of 0.94 while on the post-test the level of agreement fell to 0.63. The agreement between the doctoral students and the SEA consultants on the pretest was 0.74 but on the post-test it was only 0.51. The level of agreement on the pre-test between the Goshen faculty and the doctoral students was 0.69 whereas it was 0.68 on the post-etset. The difference in the number of purposes placed above the mean by the Goshen group and the SEA personnel caused the degree of similarity to change drastically from the first to the second test. See Tables 8 and 12.

During the spring of 1968 the Goshen faculty and the doctoral students were interviewed concerning their opinions about the best methods and materials for implementing the international element in the curriculum and suggestions for the project as a whole.

The purpose of the interviews was to collect the opinions of the Goshen teachers and the doctoral students and compare them on these questions:

1—Into what subjects or areas in the curriculum was it easiest to inject the international element? Why?

2—Into what subjects or areas in the curriculum was it the most difficult to inject the international element? Why?

3—What methods, materials and sources did you find the most useful in enriching your classes?

4—What special problems does a project have that attempts to enrich the curriculum through international education?

5—What suggestions do you have for schools which undertake such a project?

Table 14 summarizes the responses from the interviews with the Goshen elementary teachers. Social studies and art were the two subjects considered easiest in which to inject the international element since social studies is a study of world peoples and art is found in all societies. Arithmetic was thought to be a difficult subject in

TABLE 14
SUMMARY OF RESPONSES FROM INTERVIEWS OF GOSHEN ELEMENTARY TEACHERS

Items:

Q1. Into what subject or area was it easiest to inject the international element? Why?

Q2. Into what subjects or areas was it difficult to inject the international element? Why?

Q3. What methods were most useful in injecting the international element into your classes?

Q4. What materials did you find most useful?

Q5. What sources were most useful in providing information and materials?

Q6. What special problems does a project have that attempts to enrich the curriculum through international education?

Q7. What suggestions do you have for such a project?

Responses:

A1. Social studies and art—The natural structure of the subjects lends itself to the international aspect.

A2. Arithmetic—Lack of teacher knowledge in ways to enrich the subject.

A3. Exploring and researching by teacher and students; dramatizing, making costumes and scenery for stories; Imaginary tours; visiting other classrooms; pen pals

A4. Encyclopedias, magazines, newspapers, filmstrips, storybooks, recordings, booklets

A5. Local merchants, pupils' homes, churches, foreign students, relatives, neighbors, city and regional libraries, consultants, Pan American Union

A6. Lack of materials, locating and collecting materials, correspond-'ing with foreign peoples

A7. Continuous planning by all concerned, clerical help, and materials available from the beginning of the project.

which to inject the international aspect because of the lack of the teachers' knowledge of ways to enrich the subject.

Teacher-student research, dramatizing stories of other lands, taking imaginary tours through the countries of the world, writing to foreign pen pals, and gaining ideas from visits to other classrooms were useful methods mentioned by the elementary teachers. They found encyclopedias, magazines, newspapers, filmstrips, storybooks, recordings, and booklets to be the best materials. These materials were from local merchants, pupils' homes, churches, foreign students, relatives, neighbors, consultants, city and regional libraries, and the Pan American Union.

The Goshen elementary teachers considered the lack of teaching materials and information during the first year to be their most difficult problem. Other difficulties were locating and collecting materials and lack of response in corresponding with foreign peoples, The teachers recommended continuous planning among consultants, teachers, and students during the project, making teaching materials available from the beginning and providing clerical assistance for collection of those materials.

Table 15 summarizes the responses from the interviews with the Goshen secondary school teachers. Teachers of eight subjects (mathematics, English, physical education, commerce, agriculture, home economics, social studies and science) mentioned certain areas within the subjects which they considered easiest to enrich through international education. The mathematics' teacher found the unit on the measuring system easy because of the availability of information and student interest. Information about world authors and legends made literature an easy area for English. Units on folk dances is an easy area in physical education because high school students have a high interest in this social activity. The commerce teacher thought the business mathematics area lends itself to the international aspect best because of being able to use foreign currency in related problems. Locally available information and its abundance made the study of crops in agriculture an easy area. Units on foreign foods attract student interest in home economics. All students are interested in animals around the world which makes this subject easy to use in enriching the science program. Of course, all areas of social studies lend themselves to the international aspect.

Team sports in physical education, business law in commerce, agricultural education in agriculture, and home economy in home economics were considered difficult areas to enrich through international education. However, the teachers believed these areas could be enriched if teaching materials and resource personnel were available.

TABLE 15
SUMMARY OF RESPONSES FROM INTERVIEWS OF GOSHEN HIGH SCHOOL TEACHERS

Items:	General Area	Specific Area	Why
Into what subject or area was it easiest to inject the international element?	Mathematics	measuring systems	Information available
	English	literature	Information available
	Physical education	dancing	Student interest high
	Commerce	business math.	Creativity of problems
	Agriculture	crops	Information available
	Home economics	foods	Interest in foreign dishes
	Social studies	all areas	Natural student interest
	Science	animals	
Into what subjects or areas was it difficult to inject the international element?	Physical education	team sports	Lack of materials
	Commerce	business law	Lack of resource people
	Agriculture	Agricultural ed.	Lack of foreign interest in agricultural training
	Home economics	home economy	Lack of information on foreign families
What methods were most useful in injecting the international element into your classes?	Use of filmstrips, pen pals, discussions, taping reports, collection materials, oral reports		
What materials did you find most useful?	Filmstrips, recordings, books (story, textbook, reference, resource		

TABLE 15
(continued)

What sources were most useful in providing information and materials?	Foreign students and other resource people, South East Alabama Educational Media Center, SEA and doctoral students, Pan American Union, local and regional librariec, international service clubs, travel agencies, Chambers of Commerce
What special problems does a project have that attempts to enrich the curriculum through international education?	Coordination of teachers and consultants, securing materials, communication with foreign sources, funds for materials, time for planning
What suggestions do you have for such a project?	Concentrate the project on just three or four curriculum areas with all teachers assisting, provide necessary planning of consultants and teachers and clarify project goals and roles of participants at the beginning of the project

2

The high school teachers found using filmstrips, corresponding with pen pals, discussions, taping recordings of reports for exchange with foreign students, collecting a wide variety of informational materials, and presenting oral reports to be useful methods for enriching the curriculum through international education. Useful materials were films, filmstrips, recordings, story and textbooks, reference books, and resource people. The most useful sources for information were foreign students, the SEA personnel, and doctoral students, the South East Alabama Educational Media Center, travel agencies, Pan American Union, Chambers of Commerce, local and regional libraries, and international service clubs.

Some of the problems of a project which attempts to enrich the curriculum through international education are coordination of teachers as well as all people involved in the project, securing teaching materials, communication with foreign sources, obtaining funds for needed informational materials, and finding time for planning, according to the Goshen secondary teachers. They recommend that such a project concentrate on three or four curriculum areas rather than all areas to prevent oversaturation of the world element. Providing the necessary planning among consultants and teachers at the commencement of the project and a clear understanding of goals and participants' roles are also recommended.

Table 16 summarizes the responses from the interviews with the doctoral students. Agriculture is viewed as an easy subject in which to inject the international element especially at the Goshen school since it is a rural school with a variety of agricultural resources. A teacher who is interested in the project and has a flexible program makes girls' physical education an easy subject to develop in the project. English offers a wide variety of activities which may be used to enrich it through international education. Home economics, because its areas are basic to all peoples, and social studies, since it deals with man and the world, are two additional areas which the doctoral students believe especially lend themselves to enrichment through international education.

Mathematics is considered a difficult subject unless the teacher is exceptionally creative and willing to devote time to searching for ways and means of enrichment. Many boys' physical education teachers are concerned with coaching the major sports and express little interest in any additional responsibilities. Students in special education classes in Goshen have a limited amount of time to spend in class which makes enrichment difficult. The subject of reading is so broad that the very selection of instructional materials and activities suitable to the development of the international concept is difficult according to the doctoral students.

Methods employing correspondence with pen pals, collecting informational materials, doing research in the library, writing essays, tape recording home life, talking with and listening to resource people, and participating in discussions are considered to be productive for curriculum enrichment through international education.

The doctoral students found recordings, costumes, films, foreign recipes, Spanish-English cookbooks, magazines, reference books, and pictures to be valuable materials in the project. Useful sources in obtaining instructional materials were the Peace Corps, binational schools, the doctoral students, the Troy University and University of Alabama libraries, foreign health departments, SEA consultants, South East Alabama Media Center, Pan American Union, travel agencies, and the American Women's Club in Barranquilla, Colombia.

A lack of materials and a clear understanding of the goals by the teachers at the commencement of the project were mentioned as problems of enrichment programs. More teacher-consultant planning during the project and assistance to the teachers in planning sequential activities leading to class objectives are other difficulties of a program involving curriculum enrichment.

The doctoral students suggest that consultants present the teachers with bibliographies and sources of instructional materials as a part of pre-project planning. The development of course objectives with the consultants indicating international activities to meet the goals is also proposed. The doctoral students recommend that in an experimental program such as the Goshen Project that additional teacher time be scheduled for reviewing and revising the objectives of each course as the project continues.

In summary, this chapter presents the data from the pre- and post-tests of the purposes of education Q sort, compares the results, and states some findings regarding the change of teacher attitudes toward purposes of education as the result of participation in the Goshen Project in international education.

On the pre-test administration of the Q sort the Goshen teachers and the SEA were similar nor only in their beliefs as to the most and least important purposes of education but also as to the importance of the ten international education items. The two groups believed that to prepare the individual to live in an ever-changing world is the most important purpose of education. The two least important, according to these groups, are to maintain traditions and to require memorization of important facts.

The Goshen and SEA groups demonstrated a high degree of similarity on Cattell's pattern similarity index concerning their choices of the importance of the international education purposes registering 0.94 out of a possible 1.00 perfect similarity.

On the pre-test the doctoral students were similar to the Goshen faculty in the most important purpose of education, but they disagreed completely with both the Goshen staff and the SEA as to the least important purposes. The doctoral students believed the most important purpose of education is to prepare the individual to live in an ever-changing world and the two least important are to provide temperance information and to develop conformity to social norms.

The doctoral students on the pre-test were more similar to the SEA consultants in their beliefs concerning the importance of the international education purposes than to the Goshen faculty. According to Cattell's pattern similarity index the doctoral students' degree of similarity with the SEA personnel was 0.74 on the pre-test while only 0.69 with the Goshen teachers.

The post-test administration of the Q sort revealed that the Goshen faculty and the SEA were not as similar in their beliefs concerning the purposes of education as they were on the pre-test. They agreed on one of the least important purposes—to maintain traditions. The Goshen teachers and the doctoral students believed that to develop ability to solve problems is one of the most important purposes of education. The SEA selected to create ability to reason as the most important. No agreement as to the most or least important purposes was found between the doctoral students and the SEA personnel.

In considering the three groups as a whole, six of the international education purposes had a higher Z-score mean on the post-test than on the pre-test. The upward movement demonstrates that the three groups view these purposes as more important than they did before the beginning of the Goshen Project.

Changes in beliefs of each of the three groups as to the importance of the ten international education purposes was noted from the pre-to the post-test. The Z-score means of six of the ten purposes increased for the Goshen staff while nine out of ten increased for the doctoral students. A decrease in the means of six of the items for the SEA was evident.

The similarity of the group as related to the international education purposes showed a change from the pre-to the post-test according to Cattell's pattern similarity index. The Goshen teachers became more similar to the doctoral students than to the SEA personnel in their beliefs concerning the importance of the international purposes of education on the second test. The level of agreement between the doctoral students and the SEA was the lowest of the three comparisons.

TABLE 16

SUMMARY OF RESPONSES FROM INTERVIEWS OF DOCTORAL STUDENTS

Items:	Responses: Subjects:	Why?
Into what subject or area was it easiest to inject the international element?	Agriculture	Goshen a rural school; resources available
	Physical education (girls')	Teacher interested and the program flexible
	English	Offers a variety of possibilities in writing and literature
	Home Economics	All areas are basic to all people
	Social Studies	All areas deal with man and the world
Into what subjects or areas was difficult to inject the international element?	Mathematics	Teacher must be creative and resourceful
	Physical education (boys')	Teacher more interested in coaching than class enrichment
	Special education	Students have limited time for classes
	Reading	Subject very broad, making selection of activities difficult
What methods were most useful in injecting the international element into your classes?	Pen pals, collecting informational materials, liberary research, writing essays, making tapes, resource people, discussions	
What materials did you find most useful?	Recordings, costumes, films, foreign recipes, Spanish-English cookbooks, magazines, reference books, pictures	

TABLE 16

(continued)

What sources were most useful in providing information and materials?	Peace Corps, binational schools, University of Alabama doctoral students, SEA consultants, Troy University and University of Alabama libraries, foreign health departments, South East Alabama Media Center, Pan American Union, travel agencies American Women's Club, Barranquilla, Colombia
What special problems does a project have that attempts to enrich the curriculum through international education?	Lack of materials and understanding of goals of project; Need of teacher-consultant planning at commencement of project; Assisting teachers to plan sequential, balanced activities which fulfill objectives
What suggestions do you have for such a project?	Consultants present teachers bibliographies and other sources in pre-project conference; Teachers develop objectives; Provide additional time for reviewing and revising course objectives during project

Changes took place in the attitudes of the Goshen teachers and in those of the doctoral students concerning the purposes of education as related to international education after participation in the Goshen Project for one academic year. The ten purposes chosen by the panel of educators as those related to international education became more important to these two groups of educators as they studied about peoples of other lands, as they discussed cultures different from their own with the Goshen students, and as they met and talked with people who live differently but are yet similar to them in many respects. Little change took place in the attitudes of the SEA consultants since they were not directly involved in the study of and the teaching about the world's peoples nor did they get acquainted with the foreign students who visited the Goshen school.

Interviews with the Goshen faculty members and with the doctoral students presented valuable information concerning useful methods and materials for enriching the curriculum and gave helpful suggestions for experimental programs in international education.

The method found most useful by the Goshen teachers and the doctoral students in enriching the curriculum through selected dimensions of international education were dramatizing stories, taking imaginary tours, viewing films and filmstrips, listening to recordings, writing pen pals and writing essays, making tapes, searching reference books, talking to resource people, and discussing problems with classmates and teachers.

The materials which seemed most useful to projects similar to the one in Goshen according to the teachers and the doctoral students were magazines, newspapers, films and filmstrips, recordings, reference books, resource people, costumes, and pictures.

Continuous planning between teachers and consultants as to objectives and ways and means of enriching them through dimensions of international education was stressed by the Goshen and doctoral groups as important to international projects such as the one in Goshen. Another suggestion was to provide resource materials from the beginning of the project to enable the project's goal to be accomplished more rapidly and more successfully.

VI.—CONCLUSIONS AND IMPLICATIONS

Attitudes are learned and changed in much the same manner as are other types of behavior. They are affected by information, discussions, example, and personal contact.

One of the outcomes expected in the experimental program of international education at Goshen was a change in teacher attitude toward the purposes of education as related to international education. To effect this change, it was necessary to present information concerning people of foreign countries, how they live and act, what they think, and in what ways all mankind is alike. This information was first introduced at the Second Annual International Education Conference in August of 1967 when Goshen teachers, SEA personnel, and the doctoral students met, talked, and worked with Colombian teachers from the binational schools in that South American country.

During the 1967-68 school year the teachers and students at Goshen wrote letters and made tape recordings which they sent to schools in other countries. From such contacts they learned much about the commonality of world peoples and new interest in further learning was kindled.

The doctoral and SEA groups furnished the Goshen educators with information, materials and sources which increased their knowledge. Some of the doctoral students aroused teacher and student interest by showing films and artifacts of the countries where they themselves had lived.

During the first year of operation of the Goshen Project, books, pamphlets, films, and magazines were added to the school library. From this growing source teachers and students were able to extend their knowledge and understanding of other peoples as they developed units of study in all areas of the curriculum.

Discussions between teachers and students concerning the life of people in other areas of the world and how it is similar in many aspects were the result of correspondence with foreign pen pals, reading, doing research, seeing films, and hearing tape recordings from foreign children describing their lives.

Change in attitude toward purposes of education related to international education was accomplished as teachers developed their objectives in each class. They sought ways and means to inject the international element in almost every class project and instructional unit.

The Goshen teachers became more aware of current events in the world, their effect upon the lives of people everywhere, and what these happenings tell us of the lives of people in every area of the world. This awareness generated the teachers' interest in international affairs which was manifest in their teaching.

When the Goshen faculty, the SEA consultants, and the doctoral students became acquainted with teachers from Colombia and worked together at the Second Annual International Education Conference to develop ideas concerning enriching the curriculum through international education, new understanding evolved. In meeting and talking with the foreign students from Jacksonville State University and with those from Auburn University in their visits to the Goshen school, the teachers learned more of the customs, ideas, life, and problems of people in other nations.

Implications from the outcomes of the first year for the Goshen Project as it moves into its second year are:

1. During the summer of 1968 the SEA and university project coordinators and the Goshen school principal with the SEA consultants should meet to study the accomplishments of the past year and to learn how the SEA can be more deeply involved in the project.
2. The SEA personnel should plan to work more closely with the Goshen faculty and doctoral students in developing materials and refining methods for the enrichment of curricula through dimensions of international education.
3. Before the beginning of the 1968-69 school year the Goshen teachers, SEA consultants, and the doctoral students should work together in the various subject-matter areas in reviewing instructional objectives and in finding means to enrich those objectives through international education.
4. Continuous planning among the educators concerned with the project will be necessary to reach the desired objectives and provide sequential learning experiences.
5. Improved communication and planning is needed between the project coordinators to prevent the over-lapping of activities and to coordinate the efforts of the three groups of educators.
6. Filmstrips as well as other instructional media in different subject-matter areas should be developed to demonstrate how international education can enrich those curriculum areas.

Implications from the first year of the Goshen Project for other schools interested in enriching their curricula through selected dimensions of international education are:

1. Before the initiation of the project an adequate source of materials about peoples and countries should be available to students and teachers.
2. A file of resource people living in the community and the surrounding area who are willing to tell and show films or objects about their experience in foreign lands is useful in bringing reality to students.
3. Teachers and consultants in the project need to be aware of the goals and expectations of the project and their roles from the very outset.
4. Continuous planning among teachers, consultants, and students will assure success in the project.

APPENDIX

APPENDIX A

PURPOSE OF EDUCATION
Q SORT

1. Develop skills in subject areas.
2. Enable the individual to advance socially.
3. Assist in development of democratic attitudes.
4. Provide vocational guidance.
5. Teach respect for authority.
6. Develop ability to solve problems.
7. Form correct moral habits.
8. Aid ability to use leisure time wisely.
9. Promote personality development.
10. Prepare individual to live in an ever-changing world.
11. Foster mastery of effective communication skills.
12. Promote self-understanding.
13. Create a love for learning.
14. Transmit our cultural heritage.
15. Develop personal philosophy.
16. Create ability to reason.
17. Promote importance of conservation of natural resources.
18. Develop ability to extract knowledge from experiences.
19. Foster understanding of other cultures.
20. Extend information concerning future educational opportunities.
21. Stimulate sense of world citizenship.
22. Aid individual in realization of his potential.
23. Acquire economic competency.
24. Encourage creativity.
25. Develop capacity for future education.
26. Provide sex information.
27. Teach devotion to American way of life.
28. Create ability to appreciate art, literature, and music.
29. Foster understanding of significance of the family
30. Teach that religion has a contribution to make in the life of each individual.
31. Promote an inquiring mind.
32. Build an understanding of the duties and rights of a citizen.
33. Develop physical and mental health.
34. Maintain traditions.
35. Discipline the will.
36. Prepare for adulthood.
37. Encourage use of critical judgment.
38. Provide experience in group living.
39. Develop tolerant attitudes.
40. Require memorization of important facts.
41. Provide opportunity to develop leadership abilities.
42. Encourage individual achievement.
43. Provide temperance information.
44. Cultivate capacity for self-discipline.
45. Foster learning of a foreign language.
46. Build skill in transfer of learning.
47. Stimulate development of emotional stability.
48. Form good health habits.

49. Promote competence in the 3 R's.
50. Provide broad background of experiences.
51. Foster adult education.
52. Change socially unacceptable behavior.
53. Help the gifted individual.
54. Stimulate character development.
55. Build study skills.
56. Create understanding of importance of education.
57. Create ability to get alng with other people.
58. Acquaint individual with his physical world.
59. Instill values of society.
60. Acquire capacity to express thoughts clearly.
61. Foster sense of social responsibility.
62. Encourage individual study and research.
63. Create awareness of social problems.
64. Offer educational opportunities to all individuals.
65. Help meet personal needs.
66. Develop conformity to social norms.
67. Present opportunities to hear conflicting philosophies.
68. Educate the mentally retarded.
69. Teach manners.
70. Prepare the individual for college.
71. Provide occupational skills.
72. Foster abilities needed in daily living.
73. Encourage mastery of knowledge.
74. Develop respect for difference of opinion.
75. Cultivate use of ideas in decision-making processes.
76. Inculcate respect for law and order.
77. Stimulate use of knowledge of the past in the solution of present problems.
78. Cultivate initiative.
79. Extend mental abilities.
80. Provide "on the job" experience.

APPENDIX B

COMPOSITE DESCRIPTION OF PURPOSES OF EDUCATION

Given by the Goshen School Teachers

Pre-Test

Most Important:

10. Prepare individual to live in an ever-changing world
6. Develop ability to solve problems

Next Most Important:

31. Promote an inquiring mind
64. Offer educational opportunities to all individuals
12. Promote self-understanding
16. Create ability to reason
32. Build an understanding of the duties and rights of a citizen
54. Stimulate character development

Third Most Important:

11. Foster mastery of effective communication skills
57. Create ability to get along with other people
78. Cultivate initiative
75. Cultivate use of ideas in decision-making processes
3. Assist in development of democratic attitudes
60. Acquire capacity to express thoughts clearly
72. Foster abilities needed in daily living
7. Form correct moral habits
13. Create a love for learning
44. Cultivate capacity for self-discipline

Fourth Most Important:

15. Develop personal philosophy
22. Aid individual in realization of his potential
74. Develop respect for differences of opinion
18. Development ability to extract knowledge from experiences
65. Help meet personal needs
37. Encourage use of critical judgement
42. Encourage individual achievement
47. Stimulate development of emotional stability
62. Encourage individual study and research
71. Provide occupational skills
48. Form good health habits
23. Acquire economic competency
4. Provide vocational guidance
9. Promote personality development

Fifth Most Important

76. Inculcate respect for law and order
33. Develop physical and mental health
52. Change socially unacceptable behavior
25. Develop capacity for future education
29. Foster understanding of significance of the family
56. Create understanding of importance of education
5. Teach respect for authority
24. Encourage creativity
39. Develop tolerant attitudes
61. Foster sense of social responsibility
36. Prepare for adulthood

30. Teach that religion has a contribution to make in the life of each individual
35. Discipline the will
21. Stimulate sense of world citizenship
41. Provide opportunity to develop leadership abilities
79. Extend mental abilities

Sixth Most Important:

8. Aid ability to use leisure time wisely
20. Extend information concerning future educational opportunities
19. Foster understanding of other cultures
77. Stimulate use of knowledge of the past in the solution of present problems
50. Provide broad background of experiences
73. Encourage mastery of knowledge
55. Build study skills
46. Build skill in transfer of learning
17. Promote importance of conservation of natural resources
28. Create ability to appreciate art, literature, and music
38. Provide experience in group living
58. Acquaint individual with his physical world
53. Help the gifted individual
63. Create awareness of social problems

Seventh Most Important

26. Provide sex information
59. Instill values of society
49. Promote competence in the 3 R's
2. Enable the individual to advance socially
80. Provide "on the job" experience
67. Present opportunities to hear conflicting philosophies
1. Develop skills in subject areas
14. Transmit our cultural heritage
70. Prepare the individual for college
69. Teach manners

Next to Least Important:

27. Teach devotion to American way of life
45. Foster learning of a foreign language
68. Educate the mentally retarted
51. Foster adult education
66. Develop conformity to social norms
43. Provide temperance information

Least Important:

40. Require memorization of important facts
34. Maintain traditions

APPENDIX C

COMPOSITE DESCRIPTION OF PURPOSES OF EDUCATION

Given by Alabama State Dept. of Ed. Personnel

Pre-Test

Most Important:
10. Prepare individual to live in an ever-changing world
31. Promote an inquiring mind

Next Most Important:
16. Create ability to reason
57. Create ability to get along with other people
13. Create a love for learning
42. Encourage individual achievement
6. Develop ability to solve problems
32. Build an understanding of the duties and rights of a citizen

Third Most Important:
72. Foster abilities needed in daily living
78. Cultivate initiative
37. Encourage use of critical judgement
12. Promote self-understanding
11. Foster mastery of effective communication skills
64. Offer educational opportunities to all individuals
50. Provide broad background of experiences
73. Encourage mastery of knowledge
62. Encourage individual study and research
75. Cultivate use of ideas in decision-making processes

Fourth Most Important:
60. Acquire capacity to express thoughts clearly
24. Encourage creativity
1. Develop skills in subject areas
22. Aid individual in realization of his potential
74. Develop respect for differences of opinion
8. Aid ability to use leisure time wisely
53. Help the gifted individual
21. Stimulate sense of world citizenship
56. Create understanding of importance of education
77. Stimulate use of knowledge of the past in the solution of present problems
25. Develop capacity for future education
39. Develop tolerant attitudes
44. Cultivate capacity for self-discipline
79. Extend mental abilities

Fifth Most Important:
28. Create ability to appreciate art, literature and music
18. Develop ability to extract knowledge from experiences
19. Foster understanding of other cultures
55. Build study skills
58. Acquaint individual with his physical world
47. Stimulate development of emotional stability
41. Provide opportunity to develop leadership abilities
17. Promote importance of conservation of natural resources
9. Promote personality development
3. Assist in development of democratic attitudes

33. Develop physical and mental heatlh
46. Build skill in transfer of learning
49. Promote confidence in the 3 R's
61. Foster sense of social responsibility
76. Inculcate respect for law and order
65. Help meet personal needs

Sixth Most Important:
48. Form good health habits
29. Foster understanding of significance of the family
38. Provide experience in group living
54. Stimulate character development
59. Instill values of society
63. Create awareness of social problems
20. Extend information concerning future educational opportunities
7. Form correct moral habits
15. Develop personal philosophy
51. Foster adult education
52. Change socially unacceptable behavior
45. Foster learning of a foreign language
23. Acquire economic competency
27. Teach devotion to American way of life

Seventh Most Important
14. Transmit our cultural heritage
5. Teach respect for authority
36. Prepare for adulthood
71. Provide occupational skills
67. Present opportunities to hear conflicting philosophies
80. Provide "on the job" experience
68. Educate the mentally retarted
35. Discipline the will
69. Teach manners
4. Provide vocational guidance

Next to Least Important:
30. Teach that religion has a contribution to make in the life of each individual
43. Provide temperance information
70. Prepare the individual for college
2. Enable the individual to advance socially
66. Develop conformity to social norms
26. Provide sex information

Least Important:
34. Maintain traditions
40. Require memorization of important facts

APPENDIX D

COMPOSITE DESCRIPTION OF PURPOSES OF EDUCATION

Given by Doctoral students of the course
ACD 304 Field Work in Curriculum
Pre-Test

Most Important:

10. Prepare individual to live in an ever-changing world
6. Develop ability to solve problems

Next Most Important:

12. Promote self-understanding
50. Provide broad background of experiences
3. Assist in development of democratic attitudes
37. Encourage use of critical judgement
24. Encourage creativity
60. Acquire capacity to express thoughts clearly

Third Most Important:

61. Foster sense of social responsibility
15. Develop personal philosophy
19. Foster understanding of other cultures
74. Develop respect for differences of opinion
21. Stimulate sense of world citizenship
22. Aid individual in realization of his potential
39. Develop tolerant attitudes
62. Encourage individual study and research
11. Foster mastery of effective communication skills
16. Create ability to reason

Fourth Most Important:

78. Cultivate initiative
31. Promote an inquiring mind
64. Offer educational opportunities to all individuals
18. Develop ability to extract knowledge from experiences
57. Create ability to get along with other people
25. Develop capacity for future education
32. Build an understanding of the duties and rights of a citizen
41. Provide opportunity to develop leadership abilities
9. Promote personality development
42. Encourage individual achievement
47. Stimulate development of emotional stability
63. Create awareness of social problems
65. Help meet personal needs
72. Foster abilities needed in daily living

Fifth Most Important:

75. Cultivate use of ideas in decision-making processes
44. Cultivate capacity for self-discipline
46. Build skill in transfer of learning
55. Build study skills
67. Present opportunities to hear conflicting philosophies
13. Create a love for learning
54. Stimulate character development
58. Acquaint individual with his physical world
77. Stimulate use of knowledge of the past in the solution of present problems

20. Extend information concerning future educational opportunities
29. Foster understanding of significance of the family
28. Create ability to appreciate art, literature, and music
33. Develop physical and mental health
56. Create understanding of importance of education
79. Extend mental abilities
17. Promote importance of conservation of natural resources

Sixth Most Important:

53. Help the gifted individual
4. Provide vocational guidance
8. Aid ability to use leisure time wisely
14. Transmit our cultural heritage
48. Form good health habits
1. Develop skills in subject areas
36. Prepare for adulthood
68. Educate the mentally retarded
26. Provide sex information
38. Provide experience in group living
76. Inculcate respect for law and order
45. Foster learning of a foreign language
73. Encourage mastery of knowledge
5. Teach respect for authority

Seventh Most Important:

49. Promote competence in the 3 R's
51. Foster adult education
2. Enable the individual to advance socially
70. Prepare the individual for college
71. Provide occupational skills
80. Provide "on the job" experience
27. Teach devotion to American way of life
52. Change socially unacceptable behavior
23. Acquire economic competency
59. Instill values of society

Next to Least Important:

7. Form correct moral habits
69. Teach manners
30. Teach that religion has a contribution to make in the life of each individual
35. Discipline the will
34. Maintain traditions
40. Require memorization of important facts

Least Important:

43. Provide temperance information
66. Develop conformity to social norms

APPENDIX E

COMPOSITE DESCRIPTION OF PURPOSES OF EDUCATION

Given by the Goshen School Teachers

Post-Test

Most Important:

6. Develop ability to solve problems
10. Prepare individual to live in an ever-changing world

Next Most Important:

32. Build an understanding of the duties and rights of a citizen
31. Promote an inquiring mind
57. Create ability to get along with other people
13. Create a love for learning
16. Create ability to reason
12. Promote self-understanding

Third Most Important:

11. Foster mastery of effective communication skills
54. Stimulate character development
41. Provide opportunity to develop leadership abilities
74. Develop respect for differences of opinion
44. Cultivate capacity for self-discipline
64. Offer educational opportunities to all individuals
22. Aid individual in realization of his potential
50. Provide broad background of experiences
65. Help meet personal needs
75. Cultivate use of ideas in decision-making processes

Fourth Most Important:

77. Stimulate use of knowledge of the past in the solution of present problems
33. Develop physical and mental health
47. Stimulate development of emotional stability
56. Create understanding of importance of education
3. Assist in development of democratic attitudes
36. Prepare for adulthood
5. Teach respect for authority
72. Foster abilities needed in daily living
62. Encourage individual study and research
61. Foster sense of social responsibility
60. Acquire capacity to express thoughts clearly
55. Build study skills
76. Inculcate respect for law and order
7. Form correct moral habits

Fifth Most Important:

4. Provide vocational guidance
18. Develop ability to extract knowledge from experiences
19. Foster understanding of other cultures
39. Develop tolerant attitudes
42. Encourage individual achievement
46. Build skill in transfer of learning
24. Encourage creativity
21. Stimulate sense of world citizenship
73. Encourage mastery of knowledge
48. Form good health habits

29. Foster understanding of significance of the family
1. Develop skills in subject areas
49. Promote competence in the 3 R's
63. Create awareness of social problems
35. Discipline the will
17. Promote importance of conservation of natural resources

Sixth Most Important:

8. Aid ability to use leisure time wisely
15. Develop personal philosophy
38. Provide experience in group living
79. Extend mental abilities
78. Cultivate initiative
37. Encourage use of critical judgment
69. Teach manners
67. Present opportunities to hear conflicting philosophies
59. Instill values of society
71. Provide occupational skills
27. Teach devotion to American way of life
23. Acquire economic competency
52. Change socially unacceptable behavior
58. Acquaint individual with his physical world

Seventh Most Important:

9. Promote personality development
25. Develop capacity for future education
20. Extend information concerning future educational opportunities
53. Help the gifted individual
30. Teach that religion has a contribution to make in the life of each individual
28. Create ability to appreciate art, literature, and music
2. Enable the individual to advance socially
68. Educate the mentally retarded
45. Foster learning of a foreign language
26. Provide sex information

Next to Least Important:

14. Transmit our cultural heritage
51. Foster adult education
70. Prepare the individual for college
43. Provide temperance information
66. Develop conformity to social norms
80. Provide "on the job" experience

Least Important:

40. Require memorization of important facts
34. Maintain traditions

APPENDIX F

COMPOSITE DESCRIPTION OF PURPOSES OF EDUCATION

Given by the SEA Personnel

Post-Test;

Most Important:

16. Create ability to reason
44. Cultivate capacity for self-discipline

Next Most Important:

21. Stimulate sense of world citizenship
13. Create a love of learning
60. Acquire capacity to express thoughts clearly
6. Develop ability to solve problems
78. Cultivate initiative
64. Offer educational opportunities to all individuals

Third Most Important:

19. Foster understanding of other cultures
11. Foster mastery of effective communication skills
18. Develop ability to extract knowledge from experiences
46. Build skill in transfer of learning
75. Cultivate use of ideas in decision-making processes
42. Encourage individual achievement
56. Create understanding of importance of education
39. Develop tolerant attitudes
76. Inculcate respect for law and order
22. Aid individual in realization of his potential

Fourth Most Important:

50. Provide broad background of experiences
37. Encourage use of critical judgment
31. Promote an inquiring mind
77. Stimulate use of knowledge of the past in the solution of present problems
62. Encourage individual study and research
32. Build an understanding of the duties and rights of a citizen
36. Prepare for adulthood
48. Form good health habits
23. Acquire economic competency
3. Assist in development of democratic attitudes
74. Develop respect for differences of opinion
55. Build study skills
25. Develop capacity for future education
57. Create ability to get along with other people

Fifth Most Important:

58. Acquaint individual with his physical world
38. Provide experience in group living
30. Teach that religion has a contribution to make in the life of each individual
66. Develop conformity to social norms
20. Extend information concerning future educational opportunities
1. Develop skills in subject areas
49. Promote competence in the 3 R's
24. Encourage creativity
72. Foster abilities needed in daily living

79. Extend mental abilities
73. Encourage mastery of knowledge
61. Foster sense of social responsibility
67. Present opportunities to hear conflicting philosophies
41. Provide opportunity to develop leadership abilities
26. Provide sex information
7. Form correct moral habits

Sixth Most Important:

4. Provide vocational guidance
10. Prepare individual to live in an ever-changing world
5. Teach respect for authority
12. Promote self-understanding
27. Teach devotion to American way of life
2. Enable the individual to advance socially
15. Develop personal philosophy
51. Foster adult education
40. Require memorization of important facts
63. Create awareness of social problems
53. Help the gifted individual
80. Provide "on the job" experience
33. Develop physical and mental health
47: Stimulate development of emotional stability

Seventh Most Important:

45. Foster learning of a foreign language
70. Prepare the individual for college
59. Instill values of society
52. Change socially unacceptable behavior
29. Foster understanding of significance of the family
8. Aid ability to use leisure time wisely
54. Stimulate character development
65. Help meet personal needs
71. Provide occupational development
9. Promote personality development

Next to Least Important:

14. Transmit our cultural heritage
17. Promote importance of conservation of natural resources
43. Provide temperance information
68. Educate the mentally retarded
35. Discipline the will
69. Teach manners

Least Important:

28. Create ability to appreciate art, literature and music
34. Maintain traditions

APPENDIX G

COMPOSITE DESCRIPTION OF PURPOSES OF EDUCATION

Given by Doctoral Students of the Course
ACD 304 Field Work in Curriculum

Post-Test

Most Important:

12. Promote self-understanding
6. Develop ability to solve problems

Next Most Important:

39. Develop tolerant attitudes
11. Foster mastery of effective communication skills
63. Create awareness of social problems
74. Develop respect for differences of opinion
61. Foster sense of social responsibility
19. Foster understanding of other cultures

Third Most Important:

3. Assist in development of democratic attitudes
15. Develop personal philosophy
22. Aid individual in realization of his potential
41. Provide opportunity to develop leadership abilities
60. Acquire capacity to express thoughts clearly
72. Foster abilities needed in daily living
10. Prepare individual to live in an ever-changing world
37. Encourage use of critical judgment
50. Provide broad background of experiences
64. Offer educational opportunities to all individuals

Fourth Most Important:

57. Create ability to get along with other people
18. Develop ability to extract knowledge from experiences
75. Cultivate use of ideas in decision-making processes
47. Stimulate development of emotional stability
24. Encourage creativity
32. Build an understanding of the duties and rights of a citizen
44. Cultivate capacity for self-discipline
16. Create ability to reason
78. Cultivate initiative
21. Stimulate sense of world citizenship
67. Present opportunities to hear conflicting philosophies
33. Develop physical and mental health
46. Build skill in transfer of learning
55. Build study skills

Fifth Most Important:

25. Develop capacity for future education
77. Stimulate use of knowledge of the past in the solution of present problems
42 Encourage individual achievement
13. Create a love for learning
9. Promote personality development
65. Help meet personal needs
62. Encourage individual study and research
54. Stimulate character development
58. Acquaint individual with his physical world

28. Create ability to appreciate art, literature, and music
49. Promote competence in the 3 R's
53. Help the gifted individual
70. Prepare the individual for college
79. Extend mental abilities
4. Provide vocational guidance
17. Promote importance of conservation of natural resources

Sixth Most Important:

29. Foster understanding of significance of the family
56. Create understanding of importance of education
51. Foster adult education
76. Inculcate respect for law and order
48. Form good health habits
36. Prepare for adulthood
38. Provide experience in group living
68. Educate the mentally retarded
31. Promote an inquiring mind
20. Extend information concerning future educational opportunities
8. Aid ability to use leisure time wisely
52. Change socially unacceptable behavior
1. Develop skills in subject areas
14. Transmit our cultural heritage

Seventh Most Important:

73. Encourage mastery of knowledge
5. Teach respect for authority
26. Provide sex information
2. Enable the individual to advance socially
23. Acquire economic competency
30. Teach that religion has a contribution to make in the life of each individual
71. Provide occupational skills
59. Instill values of society
45. Foster learning of a foreign language
7. Form correct moral habits

Next to Least Important:

27. Teach devotion to American way of life
35. Discipline the will
80. Provide "on the job" experience
69. Teach manners
34. Maintain traditions
40. Require memorization of important facts

Least Important:

43. Provide temperance information
66. Develop conformity to social norms

APPENDIX H

THE AMERICAN-TYPE OVERSEAS SCHOOL: PATTERN OF DEVELOPMENT

It is difficult to find an adequate word to describe the American-type overseas schools which are designed to provide educational opportunities for children coming from other countries. A number of terms have been used: binational, multi-national, international, and multi-cultural. Although these are characteristic of the student composition of the schools, none of them accurately describe all of the various patterns of organization and structure that exist. However, the various types of schools can be grouped into several categories.

Missionary or Church-related Schools:

These are the oldest type of overseas schools, and were designed to serve either the local children in the overseas area, dependents of missionaries or both. Mission schools represent many denominations and can be found all over the world. One important feature of mission schools is their boarding facilities and in some overseas areas they serve as the only available boarding school.

Proprietary Schools:

These are the second oldest group of overseas schools and are profit-making institutions owned and operated by an individual or a small group of individuals. Although there are still a number of these schools in Europe, very few are found in other parts of the world.

Company Schools:

Company schools were begun by business or industrial concerns operating in areas where educational facilities were inadequate or non-existent. They were deemed necessary in order to attract and retain qualified personnel in remote areas. Although they were founded to serve only the dependents of company personnel, many of them have become binational through the enrollment of children of company personnel recruited from the local population.

International Schools:

These schools are significant because they were established by and are composed of multi-national groups. They have developed curricula which have multi-national aspects and attempt to meet the multi-cultural needs of their student bodies. They are located mainly in Europe. Examples include:

. . . the International School of Geneva—1000 students from 50 countries

. . . the International School of the Hague—500 students from 40 countries

. . . the United Nations School in New York—300 students from 50 countries

U.S. Department of Defense Overseas Dependent Schools:

The largest overseas school system is the "military dependents" system run by the U.S. Department of Defense. There is a branch of the system operated by each of the arms of the military. The schools are located in 25 countries all over the world, but since they serve only the dependents of all overseas-based U.S. military personnel, all of the students are American. Total enrollments are about 160,000 students in 300 schools with a professional staff of over 7,000.

In addition to these types of overseas schools, there is another category with which this discussion is mainly concerned. These are the schools which were founded by Americans and other parents overseas to provide educational facilities for their children when local facilities were absent or inadequate. This type of school has been termed by the International School Service as a parent-cooperative or community-sponsored overseas school. Since Americans comprise the largest group of citizens living and working outside their native land, these schools are most frequently American-sponsored and have American-type programs.

Most of these schools are relatively new, established in the last 15 to 20 years, and approximately 20 per cent have been founded since 1960. Another 20 per cent however, were founded before 1940.

In general, the schools have a similar pattern of development. Wherever Americans live, their tradition of family life and of keeping the school near the home and under local supervision has been maintained. In the face of absence or inadequacy of appropriate education for their children in the overseas community, parents have undertaken to provide the necessary facilities. Basically, the motivation for this undertaking stemmed from the parents' desire for their children to eventually enter U.S. colleges and universities and their wish to avoid sending their children to boarding school.

At the beginning, a group of parents would work out a cooperative tutoring program. This would evolve into a more substantial operation, usually involving correspondence courses. As the community and the size of the group of children increased, a semi-permanent plant would be found, and volunteer teachers from the number of overseas wives would be recruited as faculty. Generally, the school was managed by a school board composed of parents and elected by the parent group. At a later stage, when the size and complexity of the school exceeded the knowledge and experience of the local patrons, a professional administrator would be employed and a general institutionalization of the facility would take place.

Most of these parent-cooperative schools were established by American parents, but as the school grew and the program and facilities improved, many of the local citizens of the area recognized the desirability of an American education for their children, particularly as an advantage to entering U.S. colleges and universities. With the admission of children of national citizens, both host country and third country nationals, and their inclusion on the governing boards of the schools, the foundations for the present parent-cooperative, multi-national overseas schools were complete.

II. Common Characteristics

These schools have continued to grow and improve, but some of the original patterns of organization and function remain and are characteristic of all these overseas schools.

1. All of the American-type overseas schools are non-profit, nonsectarian institutions.
2. Most of them are urbanly located, in the capitals and large cities.
3. In all of the schools, a system of local control and management is maintained. Two main types of goverance are found:
    - a.) a self-perpetuating association composed of local residents, such as a board of trustees or foundation
    - b.) a school board composed of parents elected by the local patrons of the school.

In both cases, the governing boards should be composed of both Americans and nationals. Often, however, the American members are predominant and the nationals fill only a token role.

4. All of the schools have a binational or multi-national composition. The student body is composed of Americans, host country nationals,and third country nationals.
5. All of these schools are financed mainly by tuition and fees.

   Additional support may come from:

   a.) business and industrial concerns

   b.) foundations

   c.) government agencies, grants-in-aid

   d.) local private and government groups

   e.) church and individual donations

   The increasing costs of operating a school have necessitated that tuition rates be at such a level that they make nearly impossible the attendance of children from middle or lower socio-economic groups. This has caused the student body to be composed of children coming mainly from the upper socio-economic classes. However, some scholarships are being offered by some schools to balance the student composition.
6. The curricula of the schools are American with attention given to the language, social studies, and culture of the host country. Often, this attention is minimal. American methods of instruction are used and well as American textbooks and instructional materials. English is the language of instruction, but courses or special classes are offered in the language of the host country. Some schools offer the national curriculum in addition to the American curriculum.
7. Most of the teachers are American or American-trained, but a large proportion of staff is hired locally from American dependent wives and local qualified personnel.

The Mission Called O/OS, published by the American Association of School Administrators, describes several problems which are also characteristic of the American-type overseas schools.

1. The stability and continuity of the programs of the schools are weakened by the rapid turnover of personnel and rapid change in the student body.
2. Distance from the United States and importation problems often make it difficult to obtain materials from the United States. Acquisition of materials is time-consuming and quite costly. The distance also makes it difficult to keep up with recent educational developments.
3. The distance, lack of sufficient funds, and sometimes, unsatisfactory living conditions limit recruitment and retention of staff from the United States. These factors often make it necessary to hire local personnel, regardless of qualifications.
4. Small enrollments make offering a comprehensive curriculum costly and impractical.
5. Relative isolation of the schools from each other makes the use

of supervisors and specialists nearly impossible and necessitates either consolidation or cooperative action.

Some of these problems are on the way to being solved through the cooperative efforts of the schools overseas and the school systems, colleges, and universities in the United States.

III. Roles and Functions of American-type Schools Overseas

The American-type schools overseas have the major objective of providing an American-equivalent education for dependents of U.S. civilian personnel abroad and for those nationals desirous of such an education. Additional roles can be attributed to these schools on the basis of their student body composition and their existence in an overseas community. The success of the operation of the school, however, will determine the extent to which these functions can serve as assets rather than liabilities.

1. The American-type overseas school serves as a demonstration of American education. The school will be expected to exemplify the valuable qualities and merits of a democratic educational system which have been so widely publicized by the United States.

2. As a result of its origin and management, the American-type school overseas as a living example of American community democracy.

3. The successful operation of the American-type overseas school affects the recruitment programs for personnel to serve in overseas positions for:
   a.) U.S. government agencies
   b.) international agencies
   c.) business and industrial concerns
   d.) cultural, religious, and research organizations.

   Obviously, many Americans would be reluctant to accept an overseas position if there were not adequate educational facilities for their children.

The American-type overseas school has the potential to promote international understanding in a variety of ways. At the present time some attempts are being made to utilize this potential, but since the need for multi-cultural education in the United States has only recently been recognized as critical, the use of the overseas school for investigating this educational program need is just beginning. The American-type overseas school has the potential to:

. . . make classmates and close friends out of future international leaders

. . . serve as an important agency for local community activity and improvement

. . . promote programs designed to facilitate the achievement of international objectives and serve as a laboratory for multi-cultural curriculum development

. . . provide the United States with a large corps of American youth who have knowledge of the languages and cultures of the homes abroad, and who thus represent a youth group with the potential for international service and leadership

. . . provide the U.S. culture with teachers who have had peace-time overseas teaching experience and multi-cultural orientation

. . . serve as an ideal overseas assignment center for teachers in American school systems who would benefit from international experience and who would greatly enrich their schools upon their return

. . . serve as a training ground for student teachers of American colleges and universities to provide multi-cultural experiences for prospective teachers.

Under the sponsorship of the Office of Overseas Schools in Washington, D.C., these functions are currently being investigated and tested in projects conducted by such U.S. universities as the University of Alabama, Michigan State University, and New York University. Projects are also being sponsored and assisted by the Southeastern Educational Laboratory in Atlanta, Georgia.

IV. The Overseas Schools in Latin America

The American-type schools in Latin America have many of the same characteristics and a pattern of development similar to these types of schools in other parts of the world, except for one significant difference, their origin. In Latin America, the national citizens have played a major role in founding the schools. Many of the Latin American parents had been educated in the United States and desired an American-type education for their children. From the beginning they have worked together with American parents in the community to establish and manage an American-type school. In several cases, Bucaramanga, Colombia, for example, all of the parents who organized to found the school were national citizens.

The participation of national citizens in the founding of an American-type school has caused these schools in Latin America to exhibit characteristics somewhat different from these schools in other parts of the world. The most obvious difference is in the composition of the student body. Most of these schools in other parts of the world have student bodies which are predominantly American and only a small percentage of their students are host and third country nationals. The schools in Latin America, however, have student bodies which are composed largely of dependents of national citizens. In Colombia, for example, the American-type school in Bogota is the only one out of six to have more than one half American students. All the other schools have less than 25 per cent American students.

This composition of the student body has had a definite impact on the structure of the language aspect of the curricula offered in the schools. In the schools in the other parts of the world, the American curriculum is offered, taught in English, with special classes for non-English speakers in order to bring them to the necessary language level so that their instruction can be conducted in English. Some attention is then given to the language, customs, and social studies of the host country, but for the most part these are taught in the traditional manner. This is a natural approach when nearly all of the students are native English speakers.

In the schools in Latin America, however, because of the larger proportion of national citizens, several patterns of curriculum organization with respect to language are possible. These patterns can be demonstrated by depicting the amount of time alloted to each of the languages taught in the school. For clarity, Spanish and English are used as examples.

Model I

* These models first appeared in **Raison de Ser of the Billingual School: a Handbook for Teachers.** This is a publication prepared by the Educational Materials Development Center of the Southeastern Education Laboratory in Atlanta, Ga.

Model I: Instruction can be equally divided between English and Spanish. Usually, a school operating with this structure will have one session either morning or afternoon, offered in one language and the other session offered in the second. Sometimes, instruction given in one language is duplicated in the other. In other cases the instruction offered in one language is not duplicated but is reinforced or extended in the second language.

Model II

Model II: Instruction can be provided in both languages, giving each one approximately the same amount of time, but any time-block may contain the two languages used in an integrated or blended manner. Team-teaching is often used in this kind of program.

Model III

Model III: Instruction can begin totally in Spanish and as the student gains mastery of English, less and less time is devoted to instruction in Spanish until all instruction is offered in Engliish. In the final years, Spanish may be studied as another subject in the curriculum. This structure is designed to make the Spanish speaker completely fluent in English.

Model IV

Model IV: Instruction can be offered in Spanish while English is also offered, either as another subject or as the language in which some of the subjects are taught.

What often occurs in the program of the American-type schools in Latin America is that elementary programs are constructed after the fashion of Model III and secondary programs are taught in English with the local language offered as an additional subject in the curriculum. The stipulation is then made that all non-English speakers enter the school at the beginning of the program so that by the time they reach the secondary school level they are prepared to receive all instruction in the English language. This practice is consistent with recent studies in language learning which indicate that a child should begin school with instruction in his native language to avoid the difficulties which occur when a child is forced to learn through a language he does not command. Other combinations of patterns are also found.

Another effect of Latin American participation in the management of the schools is the increasing number of schools which are offering both the American curriculum and the national curriculum. All of the schools in Colombia that have a complete secondary program offer both the American curriculum and the Colombian Bachillerato. With the large number of Latin American students, many would not be able to attend colleges or universities in the United States. By offering the national curriculum as well, the schools are more effectively meeting the needs of their students by preparing them for further education in their own country.

The active participation of Latin Americans in the management of the overseas has helped to realize some of the more ideal goals of international cooperation and understanding. A successful school which is conducted and controlled jointly by the members of the local as well as the American community would create more of an atmosphere of mutual cooperation and respect than one which is managed by and serves one nationality alone. To this end the schools in Latin America are making significant progress.

Hopefully, the eventual objective of all American-type schools overseas should be to serve equally the American and local communities offering a truly integrated curricuclum, one which takes full advantage of the opportunities offered by the representative cultures and educational systems.

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